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ABSTRACT

This conference report on vocational guidance mainly deals with the proper relationship of the vocational counselor and the traditional counseling program in the school. The strategy developed by the conference planners centered upon the involvement of teams of vocational counselors in discussions, panels, and presentation by educated men in the field. Four major sets of papers were presented at the conference and are contained in the handbook, followed by a transcript of the panel discussions held by the groups of vocational counselors. The major papers are divided into two similar parts: 1) Realities of Vocational Guidance, and 2) Projections for Vocational Guidance in the '70's. (Author/AWW)

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VOCATIONAL GUIDANCE IN THE "70's"

Proceedings of the
Texas A&M University
Vocational Guidance Conferences

Held Spring, 1971

Edited by
Christopher A. Borman
and
Robert R. Reilley

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College Station, 1971

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Christopher A. Borman
Robert R. Reilley

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Chapter 1

Vocational Guidance in the '70's--A Preview

The decade of the '60's provided a maturing experience for American education. Many dreams of an earlier period ended in frustration. Problems long ignored returned to compel attention. Widely accepted panaceas proved to be fads of limited value. And "ultimate cures" merely produced new problems. But from frustration and disappointment can develop growth and maturity. A renewed committment to traditional values and a reaffirmation of basic truths were emerging as the decade ended.

The basic dignity of work and its utter necessity to the health of the nation and the individual have gained increasing recognition. In education this recognition was expressed in renewed interest in preparing youth to live in a world at work. Vocational education and vocational guidance were asked to come up once more to the head of the table.

The Vocational Counselor

With the advent of renewed interest in vocational education in the late 1960's and early 1970's, Texas, along with other states, witnessed the emergence of a new type of guidance personnel, the vocational counselor. A high priority was placed on providing schools with vocational counselors--guidance personnel familiar with the world of work and possessing the skills and experiences necessary to assist youth in preparing for the job market. Selection procedures, training, and placement of vocational counselors moved forward rapidly.

Several issues relating to the role of the vocational counselor in the school emerged and captured the attention of vocational educators, guidance specialists, and school administrators. Perhaps the most fundamental issue raised was the proper relationship of the new vocational counselor to the older guidance program in the school. Were we now to have two separate and competing guidance programs in each school, or was teamwork and a reasonable division of labor possible?

Another concern was the range of the vocational counselor's duties. Did he limit his practice to students enrolled in vocational programs or was he to have a more expanded scope of activity, touching nearly all the school's children? Were all students to be considered as having vocational guidance needs, or only those individuals who did not plan to go on to college?

Changes in the schools associated with this new type of guidance personnel also brought into sharp focus issues concerning the nature of vocational education. New and perennial questions arose regarding the philosophy of the vocational educator, the proper objectives of his efforts, and the programs available to reach these goals.

A host of detailed administrative problems relating to vocational counselor training, certification and allotment to the school districts had also developed during the first year of this new program. Courses, forms, interpretation of experienced background, eligibility for unit allotments--these were some of the questions of real concern to educators in the field. ✓

A final series of questions grew out of the vocational counselor's concern for helping students. Appropriate methods and materials to assist youngsters in career development were eagerly sought by these new counselors.

These issues and concerns formed major elements in the environment that gave rise to the series of conferences reported in these proceedings. The need was present and real. An attempt was made to meet the challenge.

The Conferences

The College of Education of Texas A&M University, through the assistance of the Texas Education Agency, developed a series of conferences designed to increase and facilitate the cooperation of all school personnel concerned with the vocational guidance of youth. Four separate conferences, each of two days duration, were held during the Spring of 1971:

Date	Location	Keynote Speaker
April 15 and 16	San Antonio	Dr. Kenneth B. Hoyt, University of Maryland
April 22 and 23	Houston	James A. Rhodes, Governor of Ohio--1963-70, and Dr. Byrl Shoemaker, Director of Vocational Education, State of Ohio
May 6 and 7	Dallas	Dr. Norman C. Gysbers, University of Missouri
May 13 and 14	Lubbock	Dr. John D. Krumboltz, Stanford University

Each Texas public school system employing a vocational counselor was invited to send a team of representatives to one of the four conferences. The team included at least one vocational counselor, one regular counselor, and one administrator. This book of proceedings is a report of those four conferences.

The strategy developed by the conference planners centered upon the total involvement of teams of representatives in discussions, panels, and presentations by outstanding authorities. It was hoped that from a consideration of present realities and future trends would emerge the role of the vocational counselor as a member of the school guidance team; and that the conference theme could be expanded to: "Vocational Guidance in the '70's--A Decade of Teamwork."

Many serious concerns and important issues gave rise to these conferences. Certainly a series of two-day meetings could not provide definitive answers to all of these questions. The questions and issues, however, were considered and approaches to their ultimate solution were provided.

Four major sets of papers are presented in the pages that follow. The first paper in each set is devoted to the author's view of the present state of affairs in vocational guidance: "Realities of Vocational Guidance--Where We Are Now." The second presentation in each series is the author's view of the emerging scene: "Projections for Vocational Guidance in the '70's--Where Are We Going?" Liberally sprinkled into each presentation is a wealth of practical techniques, sage advice, and humorous observations. Following the second presentation in each series, is a transcript from the panel discussion held at the conference. A group composed of vocational educators, counseling specialists, and administrators (and usually the keynote speaker) reacted to the formal presentations.

Dr. Kenneth Hoyt is the author of the first set of presentations. The second set has two authors: Mr. James Rhodes, former Governor of Ohio, made the first contribution while Dr. Byrl Shoemaker, Ohio's Director of Vocational Education, provided the projection for the '70's. Dr. Norman Gysbers authored the third series, and Dr. John D. Krumboltz provided the final set of papers.

In addition to these four sets of papers, three excellent supporting chapters are included. John R. Guemple, Associate Commissioner for Occupational Education and Technology, Texas Education Agency, discusses a model for education in the future. Mr. Joe Richardson, counselor educator at Midwestern University, provides background on the contributors. In the concluding chapter, Dr. Christopher A. Borman summarizes the total volume.

Perhaps no human utterance can be fully comprehended without some knowledge of the situation or conditions of its presentation. It is hoped that these introductory remarks have provided this type of background information, and, further invite--perhaps entice--the continued interest of the reader.

Chapter 2

The San Antonio Conference

Dr. Kenneth B. Hoyt--First Presentation

We are at a crucial point in the guidance movement in the United States right now. We are at a point where this movement is in danger of going right down the drain. I don't mean to sound at all scarey, but I know--well if you look just actually at what has happened to guidance in the U. S. Office of Education, I think you will see it. If you take a look at the number of schools that are not rehiring counselors next year around the country, I think you will see it. If you take a look at the number of states that have made changes in their counselor certification pattern, reducing their requirements, I think you will see it. You take a look at the public criticisms that have been coming our way, and I think you will see it. Guidance is being made a scapegoat for a lot of the criticism being directed to American education today, and we don't deserve it. We don't deserve it, but we are getting it. We are at very big crossroads, I think in this field. We see it within even our own professional association, in APGA.

I don't know how many of you were at our Atlantic City Convention last week. I never saw a National Convention with so many underlying tensions as we had last week. So many currents going in so many different ways. It was a very strange convention for me. Night before last, my wife and I went over to Bill Dugan's house for dinner, who as you know is our executive director of APGA, and I was talking with Bill about it. We don't know what is going on, we don't know what is going on right now. Something strange is going on within our association. Bill brought home that night, the latest membership figures of APGA--membership as of the first of April--26,000+ members. That's down 3,000 from a year ago. We're down 3,000 members from a year ago in the American Personnel and Guidance Association. We, last month, lost 420 members of APGA. The organization was formed in 1952. That was the biggest loss in a single month since the organization was formed. There is unrest. There is a devisiveness. There is a set of problems that make us have a need to re-examine where we are, where we are going, what we are all about in the field. Self-understanding for the counseling and guidance movement has never been needed more than it is needed right now.

I would like to concentrate now--and I think there is a need for us to do this--on where we are in a positive way. And this is part of what has been wrong. We have been too critical of ourselves and too willing to take criticism from others. This movement is far from making major mistakes. It is far, far away from failing to live up to its responsibilities in American society. I think we need to begin on a positive note. I think we need to look professionally at what is happening in our field, and what our field has been doing to pull itself up by its own boot straps in this last decade.

I think you are all aware of the fact that the National Defense Education Act of 1958 had significant impact on the guidance field; some of it positive, some of it negative. The emphasis of NDEA was on counseling and guidance of the intellectually able student, the wording of the law says that counselors are supposed to identify the intellectually able student, encourage him to take courses designed to get him ready to go to college, and help him enter college. The law that we had passed in 1958 said that. It made for a lot of basic strategic errors in practice in our field in this last decade. I could give a speech about those errors. I don't think that is what is needed. I am well aware of the mistakes that were made.

I would like to concentrate now not on the mistakes, but on the progress in vocational aspects of guidance that have been made this last decade, and I think this is the proper place to start. And, we can talk, I think, with some authority on the basis of evidence of things that have happened in this last decade.

I would like to divide what I say into two parts. I haven't really thought about it as carefully as I should, but I have two presentations I want to make. I didn't know for sure which one I wanted to do, and I just now started deciding. I think I'll do a little bit of both. I've kind of reminded myself of one of my most favorite stories about choices. It is about a guy I heard about one time when I went to a wedding reception. He came up to the punch bowl at the reception and the girl at the punch bowl said to him, "Sir, I should warn you that that punch has alcohol in it." He looked at her kind of funny and said, "Well, I hope so." He took some and proceeded to drink it. About that time, the preacher that had married the young couple came up, and she pulled the same thing on him. She said, "Reverend, I should tell you that the punch has alcohol in it." The reverend jumped back from the punch bowl and he said, "Goodness gracious, young lady, I am so glad you warned me. I'd rather commit adultery than drink something alcoholic." The guy came back and poured his drink back in the punch bowl. She said, "What are you doing?" He said, "I didn't know I had a choice."

There are a couple of things I would like to try to make clear. First, let me talk a little bit about trends in this last decade that I think have real implications for the period immediately ahead for the guidance field. Then I would like to switch and talk about vocational aspects of guidance in terms of positive practices that I think are going to set some trends in the years immediately ahead. Not things that are on the drawing board; things that are being done.

First in terms of trends--What has happened to our field in the last decade? I don't think there is any doubt but what the last decade has seen the greatest resurgence of interest in vocational aspects of guidance in any decade since the 1920's. We have gone through it in our journals--the notion of expectations of students and parents for closer attention to vocational aspects of guidance. We have gone through the rash of articles that were in the late 1950's urging counselors not to emphasize this part of guidance. And, we have come around to the point now where I think if we say do we have general agreement on something, it is that vocational aspects have gained their importance. Now how they are important is something else, but we do have this importance recognized now as we approach the decade of the '70's. The importance of the topic is recognized. During the decade of the '60's, a very important thing happened in our concept of vocational guidance. We have buried the hatchet about whether there is any conflict between vocational and personal guidance. We don't see that now. We are willing to recognize there is a personal problem side to vocational guidance, that there is an affective as well as a cognitive component of vocational guidance, and that it is not just giving information to people in a cognitive way. The meaning of the data and the meaning to the individual are being seen increasingly important together. And, now that's why if you take a look at what some of us have been trying to do in this last decade, you see that we are not playing with words. I don't use the words vocational guidance anymore. I always say vocational aspects of guidance. It doesn't say vocational guidance, it says vocational aspects of guidance with no implication that this is something all unto itself. We are seeing a greater unification in this decade. I think that is right. And, we have made considerable progress in this last decade in looking more realistically at these things that we call theories of occupational choice. I just want to mention a few of these.

We had in the '50's this big rash of everybody talking and developing theories of occupational choice and people learning what those theories were, and then looking at kids and saying now where does he fit in that theory as though the job of the counselor was to fit the kid in that theory. We have seen in the '60's that many kids don't fit the theories, that many of the theories--most of the theories--have been developed around white American families. And, the process of occupational choice is not the same for many kids from different cultures. The basic assumptions that we have made in these occupational choice theories do not apply to wide segments of our population. We have recognized this in the '60's, we are moving in the '70's very rapidly, and I have been very proud to see, towards a wider concept of how people choose occupations. What is the process? The continuing process of occupational choice is in differing patterns for differing people from differing subcultures without saying that any who follow a different pattern are necessarily wrong and are to be corrected. We are making positive progress in this area.

I think if you take a look at what happened to our field in the '60's, one of the most interesting things to me has been the resurgence of interest and commitment to the concept of guidance. Guidance is not a dirty word. The decade of the '60's began with Gilbert Wrenn's book on The Counselor in a Changing World with the big recommendation being elimination of the term, guidance. That recommendation never came off. You take a look at what happened in this decade, the term guidance is stronger today than it was in 1960. It is a reflection, of course. It's a reflection of an increasing awareness and recognition on the part of those who work in the guidance field of the needs of kids for help, not just for someone to do something about it, so that he isn't so bad off.

I sometimes think that at the APGA convention it would be sort of neat to reproduce the cartoon that I saw originally in the Los Angeles Times about a few of these kids. One of them said, "I went to see my vocational counselor and I told him I want a job, and I don't have any money." The other kid says, "What did he say to you?" He said, "Well, at first he said to me 'You're poverty-stricken'. Then he said, "No, that could make you feel bad. You're deprived." He said, "No, deprived is a bad word for you, you're disadvantaged." Then he said, "No, disadvantaged is not a good term, you're culturally different." Then finally the kid says, "I still don't have a job, but I have a hell of a vocabulary."

We have spent a lot of time and done a lot of wheel spinning in this movement talking about the essence of a counseling relationship as though it ended with a relationship. Kids don't need sympathy, they need help. They don't need to understand the restrictions, they need to overcome them. This is where the emphasis in guidance has come in. Guidance that includes being a change agent in this society. Guidance that says when something is wrong, it's wrong, and we are going to set out to change it. If the labor laws are wrong, if the employers are discriminating against certain kids, then we stand up and say it. We are in trouble, APGA is in trouble because of the resolution we just passed in Atlantic City. We passed a resolution condemning labor practices in Atlantic City. Because the federal law allows it, they are practicing it. That's what we said. That's action. And of course, we got reaction from Atlantic City.

We are going to stand up and be counted on some of these things, I hope. We are going to be willing to change some of the handicapping conditions that are preventing kids from making the most out of their abilities and their aptitudes and their interests and their values. And, this has been the trend in the '60's.

The word guidance is stronger today than it has ever been. At the same time, you note that the '60's also saw the greatest resurgence of emphasis on counseling ever known to this movement. Sometimes I think we are spinning our wheels to look backwards, and yet if we don't go back, there's a famous saying that those who fail to learn the lessons of history will suffer the fates of history. It's not a bad expression. It doesn't hurt us to look back a little bit. Just look what we did in the '60's in the field of counseling. We became aware of the failures of counseling as we had been practicing it. The research evidence of the failures of counseling was abundant.

Let me wind up by giving you some outgrowth of vocational aspects of guidance. Where are we now? We are not talking about vocational guidance, we are talking about vocational aspects of guidance. When we say vocational aspects of guidance, we are talking about activities, programs, processes, aimed at helping our students gain increasing understanding of themselves, learning how to make decisions about themselves, their school activities, their post-school plans, and about occupations in terms of interrelationships existing among all of this array of variance.

Obviously, since there are ways one can think about himself other than in terms of a worker, ways he can think about school other than occupational preparation, ways he can think about post-school experiences other than related to work, vocational aspects of guidance can be only a part of the comprehensive unified guidance program. That must remain our goal. Our goal must not be a split, but a unification. That is not a fact, it's just my opinion. Unification, integration is our goal. I'm not trying to say vocational aspects of guidance are the only things a counselor need be concerned about in the 1970's. Kids are worth more than that, and we are concerned about kids. At the same time, I would contend equally strong that there is right now no other aspect of guidance which allows the student to think about relationship between himself, his school opportunities, his post-school plans, so clearly as he can do when he is involved in vocational aspects of guidance. In a very real sense, vocational aspects of guidance represent that part of the total guidance program in the school which best exemplifies the basic values for which our movement stands. Think about that. When we are talking about vocational aspects of guidance, we are talking about something that is for all the students in the school. It is not just for the kids who are going to be in vocational education--that is a mistake that has gone on too long. Kids still think, "Am I going to college or am I going to work?" They think if they go to college, they don't have to work.

We are talking about the basic proud promises of our movement when we talk about vocational aspects of guidance. We are talking about the future, and it obviously involves decision making--the very root of our movement. It involves helping the student look at himself. It defines cognitive data as an integral part of the process. It affects and is affected by the educational environment. It involves the instructural staff of the school as a prerequisite for success. Vocational aspects of guidance represent the bread and butter part of the guidance movement, in terms of why schools hire counselors, and why kids will go to see counselors. This includes both educational and vocational aspects of guidance. They beat by a long way whatever is in second place. I think that needs to be recognized. I'm talking about this thing we had in the 1960's--that is, the school counselors looking for their unique role and their unique function. I think we did a lot of wheel spinning in the decade of the 1960's, trying to do this. We have had counselors at times appear to act like clinical psychologists, psychotherapists, administrative assistants, and social workers. I think it seems clear, now; counselors are not as good psychologists as are psychologists. We are not as good of psychotherapists as are psychotherapists. We are not as good administrators as are administrators. We are not as good social workers as are social workers.

I think, as we approach the decade of the 1970's, we need to look at the unique role of the counselor by saing, "Maybe his unique role and function is to be a counselor." If we do, we will discover very quickly that one clear-cut avenue--the uniqueness, the status, the need, the performance is to serve as co-ordinator of activities related to vocational aspects of guidance in the school. This function, above all else, comes closer to representing the unique social service in a society that may someday recognize the profession of the school counselor. I say that with the best of intentions, but also with the greatest sincerity. I do not want to see two guidance programs. Of all the things kids don't need, it's competing guidance programs. Kids have to be what the counselors are specializing in, not programs. We need to come together.

I know that in Texas, you have vocational counselors, and you have regular counselors. I don't like the concept of regular counselors and irregular counselors! I understand why you did it; I understand why the different titles exist, but one of the greatest challenges we have is the challenge of making one guidance program. To make a unified guidance program with a major emphasis, but not a sole emphasis, on vocational aspects of guidance, and with no apologies to the fact that guidance is more than vocational, but it is all a part of a guidance program. In terms of the realities of today, or where we are today, that is as close as we can come at this time.

Dr. Kenneth B. Hoyt--Second Presentation

I would like to get started by saying we are going to have some major educational legislation passed before the 1972 Presidential Election. That is one thing everybody knows. We are playing around still with our so-called comprehensive guidance legislation. I'm now convinced that we don't have "a snowball's chance in San Antonio," of getting any comprehensive guidance legislation passed. What is going to pass is something they can see translated into votes. We need to look at where we are going to fit in on such a broad pattern of education legislation that's tied in with the concept of votes. What I would like to do is put this in perspective, in the way that I now am trying to work with some of the Congressional Committees. I do not want to do this in any theoretical way; I want to do it in as realistic of a way as possible. I don't want to talk about what's going to be happening in twenty years, I want to talk about what's happening right now. I want to talk about the problem, not from a system or theoretic standpoint, but from a practical point of view. This talk is based on people; the figures we have are going together in some pretty significant ways.

We have better than 5,000,000 people in the United States that are unemployed. Our national unemployment rate is higher now than it has been in the last ten years. They don't talk about youth unemployment; I guess they don't consider it important enough. Last week, youth between the ages of 16-23 reached an unemployment rate of 26%--that's the national percent rate. For non-white youth, the unemployment rate was 47%. Unemployment--Youth! Of course, a lot of people don't get counted as unemployed. Those are very serious figures.

In the United States, in the public schools, we still get one out of four students that enters the ninth grade and doesn't finish the twelfth. In these times of rapidly increased technology, the need for skills is so great that we can take little pride in the fact that we lose one in four high school students.

Over 80% of all kids in secondary schools in the United States are enrolled today in either a college prep or a general education curriculum designed to get them ready for college. At the same time, we know that not more than 17% of those kids will ever finish college. When we have got 80% of the kids getting ready to do something that nearly 80% of the kids cannot do, then something is wrong! Something is wrong in American education.

We have record numbers enrolled in our colleges and universities--more than we have ever had before. At the same time, we have found we already have an over supply of college graduates. The fields that seem the most crowded include engineers, designers, scientists. Kids going to college today are better prepared than ever before; they want more, they have better skills. Yet, the fact is that the college dropout rate remains the single most stable statistic in American education. Forty percent of all sophomores will not make it to the junior year, and 50% of all juniors will not graduate.

That statistic has not changed 1/2 of 1% in the last 60 years. I repeat, this is the most stable statistic in American education.

The average high school graduate today knows he is going to college, but he doesn't know why; his only goal is to go to college. He hopes that somewhere along in the process of college he will find himself. They talk about the student unrest on the college campus today--that's a very real problem, and we can understand why. It doesn't take much for a teacher to say, "You know, we are going to have trouble this semester." The unrest is a very present factor.

These are problems that fit together, and they are problems we can do something about. Look at what we have done in the past ten years, in these man-power programs across the nation. There are 21 different laws for various kinds of man-power programs. We have hundreds of thousands of unemployed, out-of-school youth and adults enrolled in this man-power program. Yet, our national unemployment rate has not been reduced in the least. The incidents of crime and violence, in the streets, continue to rise. I watch with interest the programs of work for the poor, and I see that they are programs that will keep the poor poor. They talk about careers for the poor, but most of the jobs for the poor are what is known as "dead-end jobs." They are jobs with no career potential.

We have had all kinds of words written, all kinds of conferences held in the last six or seven years, about the need for more people to become enrolled in vocational education at the secondary level. There must have been 2,000 conferences in the last ten years. We get together and say there must be more people enrolled in vocational education. We have seen some rise in the enrollment in both the secondary and post-secondary level, but the actual enrollment still lies far behind what any sensible person would say ought to exist. We have still got less than 1/4 of the students enrolled in the program as the economy says should be there.

The integration, or the acceptance of vocational education into American education has not taken place. Vocational education is still thought of as second-class, and the kids that are enrolled in vocational education classes are still regarded as second-class citizens who made second-best choices. That's the way they are seen, no matter what fine words we use.

We have a country that is founded with work roots, but we have a nation that is also in deep difficulty. I look at where we have been, what we have done; I look at the '50's where we were identifying problems, and by the '60's we were promising, promising, and still promising--that's the '60's. Whatever we have got to do with the '70's will certainly be performance! We have 50 million families for whom college is inappropriate, for whom work is essential! We have to have alternatives that will give them success, will give them status, will give them satisfaction, and will give them security. These 50 million families cannot wait--they will not wait much longer.

Education is part of the problem of the students and the unemployed, and we can be part of the cure. We are all aware of that society that says a college degree is the best, the surest route to occupational success. That attitude is everywhere in this country, and it is as dangerous as it is false. When only 17% of the population can attain what almost 100% of the population wants to attain, I would think that it is inevitable that the majority are going to be dissatisfied with what they find in life. When only 1/3 can try, and only 1/6 can attain, what close to 9/10 believe to be the route of education in preparation for employment, we're going to have more unrest, more dissatisfaction, more upsets, and more of all the things we are having in this country right now.

To me, the problem is really a guidance problem, and at a deeper level, an erroneous application of what we all know is a pretty sound education system. More education does lead you to be better prepared for work--that is a sound principle--only if you recognize that the optimum amount of education requires preparation for work. That varies from occupation to occupation, and individual to individual, within various occupations. The concept of excellence can be attained in any occupation and should be rewarded in any occupation. It is an essential accompaniment of this erroneous application. The subjects that John Gardner talked about so relevantly in his book on excellence are appropriate here. He says all those who scorn excellence in plumbing because plumbing is a humble activity also tolerate shabbiness in philosophy because philosophy is an exorbitant activity. Then we will have neither good plumbers nor good philosophers.

Let us go back to our problem. I don't want to make it sound any worse than it is, but then I don't want to make it sound any better either. We have a lot of things to do. The trouble is we look at all the work to be done and it looks so impossible that it is hard to get started. We cannot get all the problems taken care of at once, but we can start. Let me give you an illustration.

I grew up on a farm in Iowa. One day, my granddaddy took me out behind the barn. He said, "Son, I want to give you some advice about life." I thought, "Now here it comes." He was a pretty smart old guy. My granddad never went to school, never could read and write, but he was smart. He said, "Son, I'm not going to tell you not to run around with women. You will probably do all these things in your adult life. All I'm going to tell you is do one at a time!

The point I'm making is that I think with a topic like this, it is important to recognize that we are on the edge of a surge of a movement whose time has come in American education--that movement is career development. Career development is going to sell to this country; guidance and vocational education won't sell by themselves. This movement of career development is being considered by Republicans, Democrats, and by the White House. There has never been a year that I can recall where so many bills have been put in the hopper this early in the session. Something has to come out of it that is in this area of career development.

We are talking about the goals in career development in American education. All we are really talking about is emphasizing education as preparation for making a living. There is nothing new about this concept--it has been around for over 200 years. American education has two primary goals. One is preparation for living. The other is preparation for making a living. These have been pictured as the two goals of American education for 200 years. The thing we are going to have to reverse is the order in which these goals have been carried out. The schools in the past have been more a preparation for living rather than for preparation for making a living. That's what we have to turn around. Nobody is talking about replacing the goal of preparation for living with preparation for making a living--that would be just as bad as what we have now. We need, actually, an equal emphasis on both of those goals; we don't need one or the other.

In guidance, this is our charge, to provide this type of perspective. Of course, in the schools I go to and the schools you go to, the problem is bigger than that. We look in the books and see these fine goals in education--education for preparation for living--and we talk about these goals. Then I go into classroom after classroom, and I see that the goal of education seems to be education! For example, if you ask a third grade teacher how come the kids are in the third grade, she would probably reply, "to go into the fourth grade!" How come the kids are in the eighth grade? To go into the ninth grade!

The goal of education cannot be education. The goal of education must be preparation for something; this school for schooling's sake has got to cease.

I would like to talk about four major directions of change that I believe are going to be coming, then maybe six or seven elements that are going to be in this new career development legislation that is going to pass. I would like for you to be thinking of how you can go back to your schools and what you can do. That's what it comes down to. We have some roadblocks in education that are keeping us from getting over the society that says you must go to college and have a college degree. Career development and vocational education have to be a first choice, rather than kids choosing to go to college.

The job I have up at the University of Maryland has only a one-sentence description. It says, "I am to go wherever I can, nationwide, to improve the relationship between guidance and vocational education." That is my job. I translate it sometimes to mean I help kids not to go to college. It's very discouraging to me that the great University of Maryland takes great pride in the fact that so far this year they have flunked out 2,500 freshman students. I don't think that's anything to be proud of. Those kids didn't come to the University of Maryland to flunk out. We get the surveys of incoming freshmen and 95% of them plan to stay at least four years. But their fathers have to come and get them when they don't make it, and that's a sad thing to see. It's that false society view that we have to get over. To get over the problem we have, we must attack it at its most basic level, and that begins by looking at public schools. The organizational policy, the administrative policy, and the fiscal policy of American public education today are rooted in the acceptance of the very attitude that we say has got to be destroyed.

How do you get ahead in education today? How do you get status, how do you get professional advancement? By going on to school and getting credits! You have to get so many credits. You then go on to college--the number of credits you have and the number of degrees you hold will enable you to be eligible for advancement in American education. If you want to get status as a teacher, you get the most status by having an academic specialty that is hard for the kids to understand. For instance, if you can teach for the whole hour without anyone understanding what you are saying, then you have really got it made! That seems to be the system today.

You take teachers, take educational specialists, they are employed, they advance, and they are retained or fired largely by the number of degrees they have or the number of credits they have. To be a vocational counselor, you have to take so many credits.

The system that we have got reflects this false attitude, of getting ahead in education. It is worst among those people who are the real decision makers in the school system. I would hate to be a superintendent because first you have to worry about having a winning football season. Then you can turn to matters of education in the schools. I realize that superintendents favor the college prep curriculum over the vocational curriculum, and this doesn't bother me. That's the same system they came through. The school board and the community puts primary emphasis on the college prep curriculum. School boards in the United States are comprised mainly of doctors, lawyers, bankers, and other professional people. I do things like looking up the occupations of school board members. If the occupations in this country were limited to those of the school board members, we would be in a mess! We would have the biggest over supply of doctors, lawyers, and bankers that you have ever seen. There wouldn't be anybody cleaning up the streets. American public education, today, is being controlled by about 15% of the population. For these 15%, a college degree is appropriate.

I went to the AASA meeting of administrators in Atlantic City in February, and it was very interesting to me. I listened to those school administrators asking each other how come so many school bond issues are failing. (There are more school bond issues being defeated this year than ever before.) The administrators are saying that maybe we didn't draw up the building plans properly or maybe we have our figures wrong. But these educators are missing the point! The real majority of people in this country are sick and tired of the kind of education they are getting from the programs we now have in the schools. That is the truth. The only voice the American public has today is to defeat the bond issues, because they are not on the school boards. Local control of education is not in the hands of the majority. Something has got to be done to turn this around.

We could move some, in any state, toward getting away from this absolute worship of college degrees, as prerequisites for people going into education. I'm not talking about eliminating the college degree as preparation for people in professional education. Certainly education represents one of those occupations for which a college degree is appropriate, for large numbers of people. But I don't think it should be essential; it should be an alternative. There should be ways in which American education could be represented by the real majority of the people. We must recognize the attitude that exists in our system; it is actually inside the system itself. We will never change this attitude without changing the system first. We can begin to do that by a second program.

Another problem in our educational system is an over-emphasis on time and an under-emphasis on performance as a criterion for accomplishment in American education. You see, it is everywhere. You see it every day, everywhere. How do you know a kid belongs in the fourth grade just because he spent nine months in the third grade? What does time have to do with education? In Pennsylvania, they tried to illustrate this point. They gave achievement tests to every kid in all colleges. They found out that 20% of the freshmen knew more than 25% of the graduating seniors. They concluded that the freshmen ought to stay four years and that the seniors should get their degrees. That is absolute foolishness that we sit around and allow this to happen. Educational accomplishments have got to mean something more than perseverance.

I took a course in British poetry once and the only thing I ever learned was that some guy named Shelly wrote a poem that said patience and perseverance, may the bishop recognize. That is all I got out of the course.

Accomplishment has got to be more than must staying so long. Students in our schools are no longer going to sit around as disinterested parties while other people determine what their needs are going to be and assess their accomplishments. The students have got to get involved in establishing different goals, with different standards, and different times for different students.

I look at some of the literature now, especially in the elementary school where they have this ungraded school. The principle of the ungraded school is a good principle. It's a good principle for the graduate college as well as the elementary school. It's a good principle for the high school and the undergraduate college. The ungraded concept would be a good concept--you shouldn't have to get a degree in something if you can do the job. That's part of what is wrong with the requirements for vocational guidance counselors in Texas. The requirements are based on time, education, degrees, etc., instead of being based on "can you do the job?" We have got to do something.

If we can combine part education with part-time work experience, with part-time jobs or full-time jobs, we could put in this open system some kids that have been out of school for a while, and take some kids out for a while to work, then come back. This way, the students wouldn't be called dropouts. One of the things that we have to get over is this notion that we have to have dropouts.

We could begin to counsel them as an agent of change--it is at least a beginning--moving in the right direction. We have got to quiet this artificial concept of thinking that school lasts nine months a year and takes place only individually. If we are going to prepare a case for defense, that is a concept we must get over to the public. Our schools are going to have to be open twelve months a year, six days a week, with kids coming and going constantly. I'm not saying for all kids to go twelve months a year. I don't see why we can't do this. Just like there is no reason why all the kid's learning has to take place in the classroom. It doesn't all take place in the classroom anyway, but we just don't give them credit for things they don't learn in the classroom.

Another roadblock for us to get over is the notion that American education exists just for the youth. This is not true in this time, not in this time. The American public-school education exists for the American public, youth and adults. We are still not making enough noises, and we are not taking enough action about the need for adult education in the public school and as part of the public school's responsibility. I don't mean just adult vocational education, I mean general education, recreational education. You wonder why adults and youth are messing up on their leisure time? We are not teaching them how to use their leisure time. We are giving them more time and then not taking the responsibility for what they are doing with their time. These are things that have got to be done away with.

We have got to have talk and action about the creation of this new education and man-power department that is being organized by the federal government. I don't think that is the right kind of organization, that of education and manpower. I think we have to build a third system of welfare. We have got to start thinking about public education to prepare people for work: manpower programs to retrain people that have been misplaced; and then welfare programs that fit in between education, manpower and work. When they go on welfare, they don't just go on it and sit there. The present welfare system is going to kill this country. Do you realize what welfare figures are soaring to? Have you looked at the costs? We are going bankrupt on welfare as it exists today. If a person goes on welfare, he must not stay there. He must go into retraining to prepare himself for something. He then goes to work. The public schools have got to take on this responsibility.

Now, that is all preliminary to this career development legislation stuff. Let me give you a look at what that career development legislation provides. I can't tell you what is going to be passed, nobody can do that, but I can tell you what will be introduced. We are going to try! We have promises from the Democratic side and the Republican side. You are going to find being introduced about seven elements. One is going to be a direct attack on changing this attitude of teachers, counselors, and administrators about the importance of a college degree. If anything, we are going to get teachers out into the work world with visits to industry and businesses. We are going to have a system of exchange programs between school administrators and administrators of industry, where the school administrators go out into industry--they put them in jobs where they can't hurt the corporation too badly! Then we get some industry administrators running the schools for a while. I believe we will have better education then; we will have more support from the work world. We will have a re-educated counselor attitude. We sit there as counselors and we say we are going to help every kid choose, as long as he realizes that it is best if he goes to college. We must realize that we are not the people who can help him choose. Do you see the attitudes that have to change? If he says, "Okay, I don't want to go to college," we as counselors have to accept this answer. We have got to do more than accept the answer; we have to say, "Okay, that's good." We have so many counselors today who don't accept this answer. How many kids this year have gone to their counselors and said, "I want to be an auto mechanic." The counselor said, "You're too bright for that. With an I.Q. like yours, you're going to college." No student should be sentenced to going to college because his I.Q. is too high. That is not our challenge. It would not be the worst thing in the world if we had a lot of smart auto mechanics!

Our job is to give kids motivations that they don't have, or to help them capitalize on the motivations that they do have. There are some of these bright kids whose motivations are toward vocational education. Our job is certainly not to hinder the liberal arts oriented, but to take the specialty oriented.

Those kids that are specialty oriented deserve to go into their own field; they want to learn a skill, they want to get a job, and they want to make some money. It is first things first for them. We have got to change attitudes in order to help these students. We are going to see big emphasis on this attitudinal change in this legislation bill. We are going to see emphasis on attacking the problem at the roots, in the teacher education institution, at the undergraduate level. We are going to see a change especially in the methods courses. That is where a lot of our trouble comes from. The methods courses spoil a lot of good prospective teachers. We can't forever keep going around cleaning up what the colleges and universities keep messing up. We have got to see a change in the colleges and universities. There is going to be an emphasis on that.

There is going to be an emphasis on occupation assessment and individual assessment that you never saw before. We sit around and say, "Who is going to become a tool-and-dye man?" We try to say this kid would make a better tool-and-dye worker than a sheet metal worker. We know how to make the decisions wisely, but we haven't done it. We haven't built a performance task. We have learned it with paper and pencil--but we haven't put the knowledge to work. For example, we say this man, Gadfy, is the best man we have got, but Gadfy truly isn't any good. Yet, we don't do anything to see who would be the best man for the job. We have got to do something better than having students keep punching out these holes trying to fit in some kind of occupation. We must ask the kids what interests them. If it's auto mechanics, leave him alone--don't try to change him.

Well, we are going to have a big program of a way to think about jobs--where you can transfer, how you can advance, all over the nation. We are going to have big elements for career development personnel in this legislation. This will start with all of the occupational and vocational specialists. We have got to have a way of getting teachers in occupational education who can get credit for what they know, other than what they have gotten college credits for. In guidance, we have outreach technicians; we are going to have job agents; we are going to have job development specialists, occupational information specialists, placement specialists, problem specialists, and we are going to have professional counselors. If we do it right, we are going to have professional counselors in our systems. What we are trying to do is emphasize that if you are going to have a career development system I have suggested, then you must have protection of the individual's freedom of choice. That is his right to decide his own destiny, to choose for himself, plan for himself, and to control his own future. That is where the role of the professional counselor is important. Without the professional counselor, this whole system would fall. I think that the Congress is seeing this important need, although we are a long way, operationally, from getting anything done. If you will notice in the Nixon Administration, every year the amount of money that has been recommended for guidance has been zero! In vocational rehabilitation, we have a 46% cut this year in counselors. That's just on paper. Actually, the cut is bigger than that--it's almost 60%! But we have as much need for counselors as we ever did. The VA has taken the point off their form that requires counseling, for example. Now these are little things, but they are important, and they need a reversal. I think we will, too.

I think we are going to see a different concept with advisory councils. We are still going to have national advisory councils, state advisory councils, etc., but we are going to see some students included on these councils. They deserve a place on these councils--they have got to be heard.

Now you may say that I don't know what I'm talking about, but I say we are going to have something like what I've been talking about passed before the 1972 presidential election. What we have to do is get ready for it now. We don't know enough yet about what we are doing in career development.

Maybe we all should go back to school if the content is there to learn. These kids today don't need understanding, they need help. They need us to be able to do something, and we have to be able to do something. We have got to know how to meet their needs, and we have got to know what tools to do it with. We have got to be able to change education to meet the needs of people today. The present system cannot be turned around all at once, but it is going to be turned pretty fast if we get a 5.2 billion dollar American education career development act. This act is going to call for these performance objectives, and it is going to call for us to know these objectives. The smartest thing I know for us to do right now is study in the most serious sense.

I see counselors everywhere that see needs for kids. These counselors don't know how to meet these needs. I never saw a kid that I couldn't help some--maybe not much, but if I were willing to give enough of me, I could help that kid. That's what it takes today. The "spell watcher" says these kids today have all the strength inside of them they need to solve their own problems, but all the kids I work with do a pretty good job of bringing their problems to me. I say to them, "If you need some strength, take some of mine. I've got plenty."

I met with this group in Baltimore the other day, and they were talking about the role of the counselor during the school days. They were trying to fit their counseling into certain free periods. We are not going to win the battle on a six or seven-hour day as counselors. We have got to work long hours; we have got to have dedication. This job is going to get done. If we don't do it then, someone else will come in and take over for us. If we can get this legislation passed, then there will be some changes made. I've been trying to get these changes made for so many years, and I run into a roadblock every time--I get stopped by a decision maker. One of the elements in this legislation is going to be a change of those guys. I'm running two workshops this summer on career development in junior high only for places where the principal will come. If he does not come and participate, then that school is not eligible to come. I think we should attack this problem head on, because it seems the prime decision makers are more likely to have this no-change attitude. Just because it's hard to get them to change, I don't think we should keep quiet and not say what is right. We have a responsibility to the kids to make noises for a change. If we keep quiet, we are inviting criticism. For example, you take kid after kid, and you help him get into college, even though you know he is going to flunk. You say to the parents, "Maybe your kid ought to be somewhere else than college." Then they say, "What's wrong with my kid?" If you ever suggest to a parent that his kid should not go to college, you get all kinds of criticism. Well, we are going to have to take some of that flap, and we must be willing to do that for the kids.

If you take a look at the comprehensive manpower act that is now being re-introduced (the one they introduced last year was vetoed), and in it's current form, all counseling is done by labor department counselors. The school counselor is written completely out; there is no room for the school counselor at all. Now all the counseling is done by the labor department, in the act that will be re-introduced to Congress. I have a lot of respect for employment service counselors, and I have a lot of respect for rehabilitation counselors. Maybe one of the things we have failed to do is treat these counselors as our colleagues. They are our colleagues! We have got to work with them cooperatively in the interest of kids. We cannot afford to believe that a kid's need for counseling is finished once he leaves us. This is certainly not true in these times. The need for counseling, like the need for education, is going to be a continuing need. We have got to work with counselors as colleagues in all kinds of settings. That's why I got so upset when they asked us if we wanted to withdraw from the APGA. There has never been a time more crucial when we needed to have all counselors together, as there is now.

If the Congress passes the manpower act in it's present form, this session the school counselor would be written out again. What I am hoping is that we can get this broader career development legislation passed, and it will supersede all this. If we can do that, then we can put the school counselor back in the picture. We tried to get them in that manpower act. I have the VG testimony before the Senate Committee, but we didn't get anywhere last year. They defined education, under that act, in thirteen categories, on things which the Secretary of Labor would have to get concurrence with the Secretary of HEW. In their definition of education, the words counseling and guidance were never mentioned. We have got to be aware of that kind of danger. Write to your Congressman and get the laws; then, you can read for yourself. You get the package that says comprehensive manpower act, and you will see that in the definition of education they have omitted perhaps one of the most important aspects--that of guidance and counseling. All of that is in the Department of Labor. They have put on seven model programs over the United States to illustrate how they are going to do it.

It is very interesting to me what has happened in elementary guidance. We had the support for it out of the last amendments that we had for NDEA, Title V. We put in a lot of elementary guidance programs, based on that law, as we had state support with federal funds. But the way they were set up--when the federal funds went away, the vocational guidance counselors went away. That's what has happened to them. We definitely need career guidance in the elementary school, but we need a different model than what we first introduced. The model we need, I think, is the career development model. I think it would get local school support.

I was looking at the certification of elementary guidance counselors and high school guidance counselors, and the most common difference was that the elementary counselors don't have to take a course in occupational information. That is ridiculous, and we must do something to change these requirements.

You may think I am too serious about all of this, but someone has to be. We must be serious to survive ourselves. We have got to pull ourselves up. The hopes of survival of guidance is right here, and it's in terms of what each of you do when you go back to your schools and make some kind of change. The hope is not in the universities.

The American public will never fail to be willing to pay for education. They know how important it is. What they are unwilling to pay for is the kind of education they are getting. The typical public school is inappropriate for most of the kids. It is set up to benefit the kids that are going to college. That is what it is set up to do, and when you have 17% benefiting, you have 83% that are getting 'gyped'! That is why they (the public) are defeating the school bond issues. It is not because they are unwilling to pay. You try to find me a school in a town with only one school, where they don't have a college prep curriculum. It is not even a question for discussion; it is automatically assumed that the school will have a college prep curriculum. We have to have a big debate with the school board and administration if we want a comprehensive program of vocational education. You take a look at the federal dollars we spend for education this year. We get $14 support for college and university education to every $1 support for vocational education. That is $14 to support 17% of the kids versus $1 support for 83% of the kids. That is the legislation--that is on the books! The battle before us is a big battle.

Our primary concern has got to be the students. That is our subject matter specialty. These kids are worth fighting for, anywhere we can fight, and with anybody we can fight.

I work with some of these kids in Maryland high schools, and I get a lot of criticism from the parents. I also get a lot of thanks from the parents. Last year, a guy from the New York Times called me and wanted to do a feature article on my work. As a result of that article, I had 1,200 letters from parents describing their sons or daughters. Their kids were out of high school and they thought they should be going to college, but college wasn't appropriate. So what did they do? Over 1,200 wrote to me as an answer to their problems. Imagine how many more there must be! We are not even doing right with the kids that are going to college. All we are doing is helping them get in. Whereas, we should be helping them decide whether or not they should go to college or why they are going, or what they are going to do with a degree when they get it.

In conclusion, let me give you just two or three more trends, as I see them. I would say there is very little way we could avoid--if we wanted to avoid--the common usage of computer terminals as an essential part of the guidance program. We are going to have this, and it is just a question of how fast they get in.

We are going to have increasingly large job data banks and people data banks that run all the risk of dehumanization and all the potential of humanization, if we do it right. There is no computer guidance system that I know of that has done it right yet. But the methodology is now known. Before 1980, it will be done right.

Finally, I would mention as a trend in the '60's and '70's--it's worth observing--that we are finally moving back to what was the prime emphasis in the guidance field in the 1935 to 1939 period--the period of new values. It is an emphasis that says, in part, we can learn what to do in guidance by listening to the kids. Students have something to tell us, too. If you want to talk about guidance needs of kids, you learn something about the needs from the kids.

Panel Discussion

Panel:
Dr. Kenneth Hoyt -- University of Maryland
Dr. Robert R. Reilley -- Texas A&M University
Mr. Vern Laws -- Texas Education Agency
Mr. T. R. Jones -- Texas Education Agency
Mr. Larry Lusby -- Vocational counselor at the San Juan Alamo Independent School District
Dr. Homer -- Director of Vocational Education, Cuero Independent School District

(All of the answers were by Dr. Hoyt; the questions were submitted by the other members of the panel.)

QUESTION: I would like to ask Dr. Hoyt a question since he and I were in the same session this morning. How do you feel about a counselor not wanting to go to a university to get his certification--that is, not having to take certain courses?

ANSWER: Well, it depends on what he has to take. I really don't know what your requirements are in Texas, so if I say the wrong thing, please correct me. But even if I don't know, I can always give you an opinion. I think there is a need--according to this Texas Education Agency Course Outline--for courses to be the same for everyone. If they are needed for one, they are needed for all. If there is validity in those objecting, then I would support those who are objecting. You don't need the same course all over again simply with the word vocation in it. If you are going back to school, then you need and deserve a different set of competencies to be acquired in a different kind of course. Now, I don't know what is being done in these courses, but if you are asking, "Do I think that counselors need to know more about typical aspects of guidance," I would say, yes, we certainly do. We need to know a lot more than we have typically been taught. We need to know a lot more of this traditional occupational information and about series of occupational choices. I would support this for all counselors, and I would be for getting additional content in the courses, if it is justified. I'm not in favor of some people who don't know anything about guidance, taking a course or two, and then being called temporary vocational counselors. I don't like that idea at all.

QUESTION: Could you not foresee a time when we would have several types of counselors? Each of these counselors would have their own field of specialization.

ANSWER: This is already happening in some places. We have more counselor specialization on the job than we do in any university program. When you have more than one counselor to a school, they will always specialize, to some degree. Counselors are people; some are interested in one thing while others are more interested in something else. This specialization occurs naturally when more than one counselor is in a school system. But, that doesn't mean it can't still be one team; and, it doesn't mean if you are a vocational counselor you have to talk about only vocational counselor things.

COMMENT: Then you are saying it is more of a unification of a program than it is a unification of an individual.

ANSWER: Yes! But you also have this danger. I've seen it happen in a lot of states--the one thing we have to avoid when the state puts in support for vocational counselors. They say it is going to be one unified system. They give the support to the vocational counselors. They get the money to the local school, and then all the counselors continue to do just as they did before.

There is much more emphasis on the vocational aspects of guidance than there ever was before. If there is going to be vocational funds put into the school system, then there has to be more of an emphasis on vocational aspects of guidance. That is only right!

QUESTION: How do you deal with this idea that vocational students are second-class citizens? How do you sell a community on the need for a vocational program?

ANSWER: It is the problem of social attitudes. The vocational field has expanded tremendously since World War II. The GI Bill was and is a wonderful thing. Most of the returning soldiers in 1946 had never given college a thought, myself included. Then someone told us, "You've got the GI Bill, you can go to college!" So, I went to college, as did thousands of guys just like me. Then this attitude development of "if you really want to get ahead, you have to go to college." Then, we started getting all of these fake statistics out that say this is how much a college education is worth, as opposed to a high school education, as opposed to a high school dropout. I see we are still coming out with these kinds of statistics. This fall, we had another issue of The Journal of Educational Research, the research bulletin. We had one on the financial benefits of education. I looked at it thinking, "Boy, I'm going to see a change!" But they are still doing the same stupid things--they compare kids with a college degree and kids that have a general curriculum high school degree, with no vocational skills, and kids that dropped out of high school with no vocational skills. They are showing that on the average the guy that got the college degree is still making the most money. What they are not contrasting is the guy who went through the high school vocational program. They continue just to use the average, and you know that if you take an arithmatic mean, you will have some kid with a college degree that is making $150,000 per year. He gets figured in the average, and he pulls the average up. This makes very false statistics.

I heard a story going around that was very good--try to remember it and use it sometime. It is about a plumber who went in to a physician's office. This physician was a child specialist. The plumber took about 10 minutes to fix the plumbing. He said, "That will be $35 please." The child specialist said, "Thirty-five dollars! I don't even make money at that rate. That is outrageous!" The plumber said, "I didn't either when I was a child specialist!" That is not such a far-fetched idea, you know. This is part of what we are faced with today, but the problem is a lot bigger than that. The changes that are going to have to be made cannot be made by counselors alone. People are looking to counselors too much to make these changes. This new legislation that is on the horizon is very comprehensive to this need for change. We will get something out of it.

QUESTION: One of the general opinions that came out of our session this morning was that counselors are trying to assume too many functions and too many duties. They are trying to spread themselves too thin. Could you explain briefly what you feel are some of the duties of the counselors?

ANSWER: You have two basic reasons why a school hires a counselor. One is to help school make sense to every kid. Two, to help every kid find something constructive to do once he gets out of school. Everything that I am going to talk about, as far as the job of the counselor is concerned, could be placed under one of these two functions, in my opinion. But one of the biggest mistakes we have made in American education is not taking advantage of doing something that would have been one of the best things we could do as guidance counselors. We should have gotten 190% behind the administration to put an assistant principal in the system. That is what has tied a lot of us up now. That would have taken a load off the counselor. The counselor cannot do the job of assistant principal and still do his job well. The principal sees a lot of things to be done and he knows he cannot do them, so he takes the counselor away from his duties.

We also play these artificial games about this unique function, trying to do something nobody else can do. We play around as an amateur psychotherapist and amateur psychologist. All of this self-analysis stuff is hard enough for a psychotherapist. We sure don't know how to do it, and the fact that a kid needs it doesn't make it right for us to do it. If a kid needs glasses, we don't fit him for glasses.

While I was at the APGA Convention last week, I went to all the meetings I could go to on the vocational aspect of guidance. I did not go to any meeting that was full--in fact, the crowds were small. There were 9,500 people registered at that convention, and I wanted to find out where they were. I left the meeting and went around to some of the other rooms to see if they were full. Do you know what rooms were full? Those where they had sensitivity sessions, or what I call "group grope"! That's what I call it in my kinder moments.

I'm not saying that kids don't need personal attention, certainly not all of their problems are factual problems, and some kids just need someone to listen to them. A counselor has got to say yes to a kid who needs him. I have had counselors tell me that all the kids in their school have very serious problems of boy-girl relationships. That really seems to be the big problem of schools today--something to do with sex. Everytime I hear a counselor tell me this it tells me a lot more about the counselor than about the kids! We cannot give up the important concept of working with individuals, but we have got to give up the exclusiveness of that. We have got to do more in groups. We have got to get out of the counselor's office and into being change agents in the environment. Some of the reasons that kids are having troubles with some of the teachers is that we have some lousy teachers who are really doing bad things to kids.

I don't think that any counselors today can say that we don't have a drug problem. We have a drug problem! We also have a problem helping kids use their leisure time constructively. One thing that we know about kids with nothing to do--they very seldom do nothing. If they have nothing to do, they find something to do. Our job is helping them find something to do that is constructive. We cannot deny some of the things that are going on in the environment.

I see the change coming of moving relevantly away from helping kids understand and accept all the things they are up against, and moving out into helping them overcome some of the things that are keeping them from being more active.

Please remember that I am only giving you what I think--my opinions. They may not be right. I'm not telling you what to do, but if you ask me what I think, I'm going to tell you! But next week, I might change my mind. For example, I used to think that all counselors needed a teacher's certificate, but I don't think that any more. I saw last month in the Journal that they said, "Hoyt believes all counselors need a teacher's certificate." They quoted me on an article I wrote fifteen years ago! I don't pretend that I'm going to stay the same all my life.

QUESTION: I like this point that is being made today about counseling being a unified process in a high school. I hope we, in Texas, are not going to let some administrative setup classifying one counselor this way and another counselor that way come between us and the job we are doing with the students. Whether the counselor is vocational or non-vocational, the student is the important factor.

The point came out in our group session this morning that 80% of the people that went out on the job left this job sooner or later because of some reason other than vocational competence. I think we in vocational education have a very big job to do in this general area that is not vocational competence. I don't think we are doing our job when we put a boy in auto mechanics just because he says he wants to be an auto mechanic. In such a case, we have two distinct possibilities. One, that he will not be an auto mechanic after we train him to be. Two, we may not give him the other characteristics that he needs to go along with his competence--to be good at his work.

I would like to ask the counselors here today if they have a role in helping vocational teachers, and what should they do. Many of these teachers don't know how to help the students and give them the confidence they need to go out and get ahead.

ANSWER: This is one of the things on the horizon. We are talking here now about attitudes and guidance. The way a kid looks at himself, at his work, the way a kid sees himself and his work, the view he has to the responsibility of work to himself, his employer and society, are all in the realm of attitudes. I consider this very much the counselor's business, not to tell kids what to do, but to help them through a rough period!

This is one of the things I see coming in the elementary schools. We have over thirty years of research in terms of personal values that says those that learn the strongest are those that learn the earliest. We have elementary school after elementary school where the kids are learning all kinds of values--except those of the work-oriented society. I don't mean that they have to adopt the values of a work-oriented society, but we should expose them to those values. How many teachers teach their kids the basic elements in the Mayflower Compact? It only has three sentences in it: "Those who work can eat. Those who won't work can't eat. Those who can't work will be fed." I don't say I ask all kids to buy that, but I don't see anything wrong with letting them think about it. Kids now rush "pell-mell" into this asserting their independence. Let's help them think about the responsibilities that go with independence. That doesn't mean they have to accept it, but we are not even letting a lot of these kids consider other views from a counselor.

I am opposed to sensitivity training in the classical sense, but there are many varieties of personal growth experience to be gained from this training. We should be able to help kids see, explore, and think and decide and choose through group sessions with the counselors and the kids about the kind of person he really is, and the kind of a person he wants to become. I cannot separate helping a kid think about becoming something from helping him think about becoming someone. Those two are indivisible in my opinion, and they have to be indivisible to the kids.

QUESTION: You know, the Governor's Advisory Council in each state is really focusing in on redirecting the educational system. In order for us to make a real impact on education, what are other states doing to train teachers and get other people involved?

ANSWER: Well, we are working on textbooks to begin with. For a teacher to teach something she has got to have something to teach out of. I find in state after state teachers who say they are willing to emphasize career aspects through their teaching. I find them saying they would be willing to do this. Teachers and counselors are in the same boat--we are both getting critized for things that are really not our fault. The teachers don't have the materials with which to do it. Take a look at your 3rd and 4th grade social studies. They talk about American history. They are talking about the generals, the admirals, the lawyers, the doctors, and the college graduates. No wonder when a kid gets to high school he thinks the best thing he can do is go to college. We have got to say, "George Washington crossed the Delaware, and John Jones built his boat so he could cross the damn thing!"

When I say to teachers, "Why don't you put in some of the career aspects in what you are teaching," the commonest reaction is, "There isn't room in the curriculum. I have so much to teach now that I don't have time to add anything else." I'm having a horrible time getting across to these teachers that I'm not asking them to add to the subject matter. All I'm asking them to do is help these kids see some reason for doing it. For instance, I asked a teacher why those kids were in her class. She replied that they had to be: it was required. That is what we have to overcome! We have teacher after teacher that still thinks of these kids as a captive audience instead of an audience to be captured. We have got to start getting teachers to give students reasons why they are in school studying this particular thing. Vocational aspects is one avenue by which they could do that. It does not mean adding a lot of subject matter content. They spend more time disciplining the kids because they don't have a reason than it would to take a few minutes to give them a reason.

We have to realize that we don't make progress too fast. I visited one of your schools yesterday and spent several hours talking to the students and teachers. From 9:00 until 11:00, all I got was reasons why they couldn't do something. I heard excuses from the administrators, the teachers, the students, and the counselors. When I heard these excuses, it reminded me of when I was in Iowa and of a story I hear there. It seems one farmer went over to another farmer's house about 5:00 in the morning and knocked on the door. He said, "I want to borrow your axe." The other farmer said, "I can't let you have it. I'm going to need it to shave with in about ten minutes." The guy went away, and the farmer went back to bed. His wife said to him, "John, that's the worst excuse I ever heard in my life!" He turned to her and said, "Mary, when you don't want to do something, one excuse is as good as another!" I often think of that story when I go in schools like the one I visited yesterday.

Everybody in education is willing to say that education is the prime element of change in a rapidly changing society. But there is no way that we can be prime agents of change so long as we resist change in ourselves. I think we have to help teachers to learn about the real world of work. The typical teacher--especially elementary--just has not been exposed to career values. For example, a girl comes out of high school, goes to college, and gets her degree. Then she finds herself a job teaching the 3rd grade. But her primary objective during college is getting her masters degree; she is not concerned about getting out in the work world. It is often a rude awakening to them to discover, after they have their masters degree, that they still have to work! I have been running some workshops for elementary school teachers where we take them out into industrial settings. We take them where they can watch people get dirty and where they can smell things.

I worked in one school in Vermont where we established a parent-teacher conference program in the elementary school. Once a month, the teacher would visit different fathers of students in their place of business. The companies or businesses gave the fathers an extra break to have a conference with the teacher. He then probably showed the teacher his job, and then they talked together about the kid.

I have six junior high schools that I am working with intensely, for I feel that the junior high school is a crucial period. In one of the schools, I have the kids making their own occupational information file. We bought a supply of Brownie cameras, and they take these cameras to where their fathers work. They also take tape recorders, and they have an interview with various workers. They come back to the school and give slide-tape presentations to the rest of the class, or other interested classes. Last year, we expanded this and showed the teachers how to do it until we had about 300 slide-tape presentations. This year, in one junior high school alone, the kids have already made over 400 presentations. Some of them are fantastic, and some are not so good. The point is, they are enthused about going out into the work world and seeing what it is like.

QUESTION: Dr. Hoyt, what do you see as the counselor's role in this changing curriculum? Should we be the ones to counsel everyone to make these changes?

ANSWER: No, the counselor cannot make these changes. If you asked the principal whose school it is, he will say, "It's mine!" That is the way the game is played; you have to abide by his wishes, or you won't be around to help the kids at all!

But, I do think that the counselors have a big responsibility for curriculum change, in this sense. I think our job is to listen to the kids and learn from the kids just what the changes should be. Our job is to get to the needs of kids, not the demands of kids, because they will demand. You cannot give kids all they demand, but you can give them all they need. We can revise the curriculum to do that. The counselor's job, as I see it, is to give the administration a basis for change, based on what we have learned from kids. We surely have responsibilities other than just keeping quiet about a bad school and trying to defend these bad practices where we sit down with the kids. The counselor's role is that of an advocate for the kids, and it is an unpleasant role to play many times. But it is a needed role. I am not saying it is the counselor and the kid against the school, but rather a unified process.

QUESTION: How effective in the vocational aspects of guidance can a person be if this counselor has never had any experiences in the real world of work--other than going twelve years to public schools--possibly by going five years of college, and perhaps teaching two to three years as an English or math teacher?

ANSWER: If you are asking me if he has got to experience everything the kids are going to experience in order to help them, then my answer is, no. I counsel a lot of pregnant girls!

In Maryland, we have going on an occupational counselor exposure course that is taken for three hours credit. These counselors come in once a month for nine months. We have got nine occupational areas; so, in nine months, we cover all these areas. These counselors come to a designated area on Friday afternoon. Then they go out and visit industries. They then have seminars that night and all the next day. I realize it isn't very much, but they get something from it. They get to go out and interview workers. Before hand, all they heard from were the top personnel men.

Many schools are getting cooperation from the community industries for summer jobs for teachers, students, and counselors. This adds to their work experience. But I don't like to hear, "If you have never worked, you couldn't possibly do vocational counseling." That is one of those over-generalizations, which we have to avoid.

I have no objections for making real work experience a requirement for counselors; I'm not opposed to this. But, I think we have not taken advantage enough of the possibility of simulation.

We had a workshop last summer, where we had teams representing each of the six junior highs. The team consisted of a counselor, a home economics teacher, and an industrial arts teacher. We were hoping that with this team we would have a ripple effect to stimulate career exploration throughout the whole junior high school. They were suppose to go back to their school full of new ideas. During these two weeks, we did put on a simulation. The teams founded a company--they gave it a name, they assigned different responsibilities to each team member, and they manufactured a product, complete with an assembly line. Of course, no one knew what to do with the product when they finished with it! It was a funny looking thing, and they called it a Hic. It stood for home economics, industrial arts, and counseling. They worked two days, ten hours a day, on the assembly line making their product. Then we talked to them about boredom of workers on the assembly line. They knew what we were talking about then.

Some of the concepts that teachers and counselors need to know cannot be learned out of a book. You have to have some experimentation. We have not taken advantage like we should of the simulation process. A lot of junior high school students don't know whether to choose the college prep course or high school vocational education. Most of them don't even know what vocational education is, so how can they make a decision? We can simulate for these kids what different jobs are like, so that the kids are at least exposed to vocational education.

Chapter 3

The Houston Conference

Governor Rhodes

On many occasions the groups coming to our capital city of Columbus would want to view some of our institutions. On one occasion, a group from the psychiatric field wanted to view one of the large mental institutions. I readily agreed, and while out there I became lost and asked one of the patients how I was to get back. He said to jump on a bus and that it would take me to the main gate. I sat in the second row on the bus, and the only way that the orderly knew every person was on the bus was mathematically. His conversation went something like this, "One, two, three, four, five..." and he looked down at me and he said, "Who are you?" And I said, "I'm the Mayor of Columbus." He said, "Six, seven, eight...."

In 1966 when I was running for my second term as Governor of Ohio, I thought that I would be very generous in my feeling toward anyone as most political figures do. I assisted an elderly lady across the street who was fighting a red light. After I got her on the other side, she said to me that she wanted to thank me. She said, "Now, is there anything that I can do for you?" And, I said, "Yes. One of these days you may be able to vote for me." She said, "What are you running for?" I said, "I'm running for Governor." She said, "I'll do anything to throw those bums out of the state house."

Now, let me try to get into a subject here that we are all a part of, and let me say at the outset that I am going to say some things that you will probably disagree with. I just want to start off with congratulating Texas A&M for sponsoring this program.

Now, the problem all over the nation is this intellectual snobbery that people in the higher levels of government have. They look down their noses at every boy and every girl who wants to work for a living. This is the problem. When you look at Texas, California, and Ohio, they are all the same. All we have are technical aids that higher education does not want to recognize. Now, in some of the high schools, if you want to become a barber or a steam fitter, there is a coronary up and down the line in those who hold a Ph.D. or master's degree because we have lost somebody. And, this is not the case. The problem is that so many people in the field do not realize what the problem is with young people. I know that there are all kinds of surveys and all kinds of evaluation inventories. That is the last thing they want. We are talking about the productive segment of our society. We want jobs for young people. How do we get them? We can get them early, and this basically is a great conference for the simple reason that you are trying to give guidance at an early age.

Let me say how important you are to this society of ours in solving problems. Guidance, yes, is important, but you must have a concerted effort and a concentration of all levels of government, people, and labor. Yet, many people keep sweeping the facts under the rug and say that certain problems do not exist. They do not exist until there is a great problem confused with many people in public life who cannot handle it. We are talking about people where the interest is great--young people.

Now let me get down to what I think is the nitty gritty of what we are all trying to do. I use to believe in my young life that no man was an idol unto himself. That is not true. Education and welfare have separated people from society. If there are two systems that are antiquated and obsolete in certain sectors, they are education and welfare. Now, let me say at the outset that this is not a black problem--65% are white and 35% are black. You cannot go out and say that it belongs to this group or that group. It belongs to all of us, and all we are talking about is human beings--young people. Recently a young psychologist said to me, "Governor, the people you're talking about are not motivated." I said, "Motivated for what?"

"Motivated to go to college." I said, "When did you find this out? When did you find out that young people do not want to go to college?" In the state of Texas, after you finish a five million dollar high school, 50% of the young people will not go to college. There is discrimination against that 50%. Out of every 100 entering the first grade in Texas, only 15 will graduate from college. This is where you become a most important part in your dealing with the other 85%. Not too long ago I vividly thought that vocational and technical education were a stretch of the imagination of the thinker. It is not so. We are working with working people--people who want a job and want employment. The greatest blight there is on the dignity and decency of any man is unemployment. We do not have ghettos in America. We have high rates of unemployment--30%-40% in certain areas. When you find high rates of unemployment, I will show you the lowest rate of education in America. Eighty per cent of the unemployed in America are 31 years of age and under. I will give you something to hold your seat. Twenty-eight per cent has never had a job in their lives. They have never had a job because they have never had training. They have never had skill. This is the reason that vocational education is going to sweep this country because it is on the practical side of 85% of the young people.

You have 45,000 dropouts in Texas, and no one wants to talk to them. Educators on the higher levels have led us to believe that these young people have turned their backs on society and on education. That is not true, and I am willing to save every dropout in Texas. They are kick-outs, squeeze-outs, pitch-outs, and throw-outs because of standards and criteria. Who makes the standards and criteria? It is someone way up on a high level who never earned a dime except in education, and when he is out of education, he is lost. We have more unemployed, percentage-wise, dropouts than any other group. Yet, some of the 45,000 can be saved. They cannot be saved unless you talk to them.

People have become so diploma-conscious that they have knocked all the human element out of work. They have been taken in. They cannot get a job--no qualifications, no work experience. What happens to them? Automobile, wrong crowd, juvenile court, probation, one court, this court, and that, cannot get a job. They are idle. Busy boys are the greatest boys you can have in any neighborhood. He cannot find any work so they place him in some institution for misdemeanors or whatever it is. He goes to the institution, and everyone of these institutions has a work program and some kind of vocational education. The boy with a record has to go to an institution, be committed, get a trade, get some vocation, and come out and become a good citizen. Whether he is a carpenter or whatever, he is a taxpayer.

You cannot continue to ignore 85% of the people in Texas and expect 85% to pay for the damage of 15% of the young people in Texas. Our problem is bringing all of these people together. The Federal Government has some good programs, but most of them are retreads. H.E.W. and the Labor Department have no business in education. It should be in the confines of vocational and technical education. Would not it be fine if a vocational graduate ran out and wanted to become a labor negotiator? He would be just as much out of his field as giving someone not in education $100,000 to educate some youngsters. The money would probably be wasted. The future of the young people is with educators.

Let me talk about welfare. They have turned some of the schools into welfare centers and some of the welfare centers into education centers. Welfare is the worst system ever imposed upon mankind in the history of America. I want to say at the outset that every dropout is the victim of an antiquated educational system, and every person on welfare is the victim of the Federal Government system of welfare. In the United Appeals in Houston, Texas, you have four or five organizations to give money to. Family service organizations can help keep families together. The Federal Government says that if a father leaves home, it will give the mother and the children more money. If the father works, it is 1-10 years in the penitentiary or a $10,000 fine. This has been going on for 36 years. In 36 years, we have given the people handouts and goals instead of jobs and employment education. Let me say that every person on welfare is a victim, and I say this with a voice of sincerity. The people who have been on welfare for years are there because of our system. We forgot about them. They do not want to be there. In the confines of the educational system, we can get young people and break the welfare cycle. This is the reason that I am so openly for vocational education. This is the only group that can answer the welfare problem. I say that with your guidance in reaching out to every boy and every girl, you can give them an equal opportunity in education (something they do not have now), and many people will be taken off of the welfare roles. In California one out of every six young people are on welfare. In five years, it will be one out of three. These are only statistics, but the time may come when 60%-70% of all the money in Texas will be going to welfare because we failed miserably in education. Unless we change education completely around to vocational and technical education, 50%-60% of all the money collected by the State of Texas will go into welfare because we did not help young people through our educational system. The great trouble with some people in public life is that they do not recognize problems until the barn burns down. It is too late in some of our states. The state and city of New York are broke. They are broke because they did not have vocational and technical education. Every state that has vocational and technical education has a high rate of employment today.

I think that the most profound cause in America this hour is vocational-technical education. Some people say, "Well, I don't believe in it." They do not believe in it because they have good jobs. There is an old, old saying, "If you give a man a fish, he has one meal." This is a welfare concept. You need a line, a hook, a pole, and you live forever. We cannot get to that because the Federal Government, in its concept of people, has enforced migration. It is not a secret in Texas or in Ohio. People migrate more and more for welfare money. We should have the same welfare standards all over the United States. They are the same people. People have always said that when you talk about welfare, you are talking about a black problem. It is not a black problem! Get this out of your heads! Sixty-five per cent of the people on welfare are white.

We have been on a binge for 20 years since Sputnik. I remember Sputnik, and my daughter is a typical girl. She is married now and has four children, and I do not know what this has to do with the subjects that she took in high school. When Sputnik was the topic, the teacher said that she must go home and take the television set apart. I still have four gunny sacks of parts. Today she is married and has four children and cannot even get the correct color on the television set.

I just want to emphasize one major point. Out of every 100 entering the first grade, only 15 will graduate from college. Vocational education is on the side of the 85%. Out of every high school in Texas, only 50% are going to college. We're spending about 300 million dollars on separation of the vocational concept because we believe that everybody who wants to work should be in the school where they want to work. I thought education was education like water--warm water, hot water, cold water, ice water. I thought education was education. The taxpayers in Texas and Ohio and all the other states are going to demand the greatest in education. We are not going to get away from job unemployment because the greatest blight on the dignity and decency of any man in Texas is unemployment. One of these days we are going to have to answer the unemployed and tell why we have not been providing educational programs for them.

I think the thing that brought vocational education home to us quicker than anything else was that we were on the right track in industry. We brought the tool-and-die segment of Chrysler into Toledo, and the chairman of the board of Chrysler got up and said, "One of the reasons we moved here was because of the present vocational-technical education. We're signing up and taking 500 graduates every year." It was industry, and it created jobs for us. The reason industry cannot locate in certain areas of Texas is because people are not trained; they are not skilled. You cannot expect an industry to go somewhere and spend 25 million dollars to build a plant and then turn around and spend 10 million dollars in training people. The salvation of public education is a tax duplicate. The tax duplicate can only be enhanced if we train people to bring in new industry. This is the way we looked at it in Ohio. We set up 48 different districts in the state. We believed in comprehension, but we believed in separation. I think that the prime example was in Sandusky. Three counties went together and built a vocational school. In that school the boy who was president of the graduating class was in a printing program. He was one of the finest young persons that I have ever met. He knew everything about printing. He had a brother that graduated a year previously from Sandusky High School, and I said to him, "Joe, you must have at least three or four offers." He said, "Governor, I got 21." I said, "What's your brother doing?" He said, "Nothing. He can't get a job. He graduated on a general course." So, the remarkable part about this is that industry wants trained people because it is the cost of production that saves them money. They are not going to come into an area where they have untrained and unskilled people. It is just that simple. You have unemployed people because they are unskilled and untrained. Either you are going to train them or keep them on welfare. No one on welfare wants to be there. They are there because the Federal Government operates this way, and when you talk against the Federal Government, you are taking on everybody in Washington. They live by tradition and do not understand that 85% of Americans want jobs. Certain pride keeps people from talking out against educational systems, and there is no reason. If you want a vocational-technical school, you put it on the ballot.

I get a little upset with some people trying to hold on to the status quo, and I want to say that is the profession. Status quo--hold on! We hold on to the past so hard that we are creating problems in the future that no one in education can solve. Hold on--that is the theme. Hold on--do not change. Someone may lose a job because of change. Keep the union going. Do not listen to the little people. Do not listen to young people who are unemployed. I am just going to give you a prediction. People talk about sit-ins. The first sit-in we had in America was in 1932 when the W.W. I veterans sat on the White House lawn with machine guns and wanted to kill everybody they could get their hands on because they could not get jobs. History is history, and it is the only thing that consistently repeats. You are just not going to say to these people, "We're going to give you a part. You've got a church, and you're civilized. You're going to sit on the sidelines while other people get skilled and other people get an education." I do not think that it is going to happen that way. I think that you are going to give these young people an equal opportunity in education, or you are going to fight them. I am not worried about the organizing of six to seven professors on a campus. I am worried about someone organizing 40,000 of these kids who are out of school.

Dr. Byrl Shoemaker

You have given me a chance to come to Texas to talk to your group. I know many of your people here and have worked with them. Jack Konecny, who passed on recently, was a very good friend of mine. John Guemple and I have worked together as state directors, so I do not feel far from home any place while I am dealing with the area of vocational education.

I have been an illegitimate son of education for years. I chose to be in vocational education. I did not back into it as a way to get in out of the rain. I came into vocational education knowingly and meaningfully because in 1936 I made a survey. This survey was conducted with shoe leather in the city of Columbus, Ohio--walking around that city looking for work. Every place I went, they asked me one stupid question: What can you do? I could tell them proudly, "I've had four years of Latin, one year of German, four years of math, four years of science, and if it's hard I've had it." They said, "That's fine, young man. That's fine, but what can you do?" All I could say was, "I'm willing to do anything." They were not buying that then, and they are not buying that now. The fact that I had a strong back and good grades, they did not buy. I am still trying to peddle that some place, and I have not peddled it yet. They are asking your young people the same question today. What can you do? For the '70's you have got to have a basis from which to start.

The 1969 educational statistics show that there are 18-21 million young people that are in public secondary schools. Eighteen per cent will get vocational training. Another 2.7 million or 14.9% will get a higher education in four years or more. About 3,200,000 students will drop out of school, and 51.3% (over 12,000,000) will graduate from our public schools with nothing to offer but a strong back. Our technological society is not going to buy that fact. I do not belong in that group. Sixty-nine per cent of these, including the general education graduate and the dropout, are going to have nothing to offer this society but a willingness to work. In Texas, according to your figures, for every 100 that start the first grade, 60 will graduate from high school, 30 will start college, and 12 will finish. Hurrah for that 12. There is nothing to worry about. My job is with the other 88, and I think if my mathematics is correct, that happens to be the majority of the young. Eighty-eight out of 100 young people in your state will answer employment with less than a baccalaureate degree. I am running scared.

I read in 1960 a book which pointed to an area of social dynamite. Evidently not many educators or other people have read it. The author said that there is in our nation, standing on street corners, social dynamite that is going to blow up. I would not be surprised. I am going to suggest to you that what can happen in the next five years could make that look like a tea party. If the kids in our states and in our local schools find out that they are being cheated as badly as they are by a curriculum that is totally out of date, then we are going to have real problems. The curriculum puts a pat on the back of those intellectually capable of achieving in four years of Latin. You may hate me for what I have said, but please go back and find out where I am wrong. Go back and look at your research for the last 30 years in education, in your psychology of learning, and tell me where I am wrong. I will be the happiest man in this world because what I see ahead is more social holocaust than just social dynamite. In Texas you may feel a little more isolated, but this is going to happen in Texas. If it happens in Ohio, it will eventually happen in Texas. Every week we are having a school close in Ohio for some disruption. It is high schools that I am talking about, not colleges. We expect colleges to close. I am talking about high schools.

Vocational education has long invested in guidance. I happen to believe in the importance of guidance. I believe sincerely that there must be a sound guidance program in order to have a sound vocational education program. Understand that I said a guidance program, and I will explain that a little bit more briefly. I have read your guidance literature. I find nothing in the literature of guidance that says you have got to have a sound vocational program in order to have a sound guidance program. I find nothing in the literature of guidance that makes a point that there cannot be a sound guidance program without a sound curriculum which involves a comprehensive program of vocational education. Tell me how you can have a sound guidance program if you do not have the curriculum to support it. Who among your leaders in guidance are saying this? Who among your leaders in guidance are saying we must have a sound curriculum which includes a comprehensive vocational education program if we are to achieve our goals in guidance. I am a little afraid that this has been a one-way street--a one-way street in terms of our interest and continued investment in this. Within our state, we invest over a million dollars of our paltry 21 million that we get from the federal level. We get 21 million from the vocational education amendments of 1968. We invest one million of that in guidance in terms of about 200 vocational guidance counselors, in terms of state leadership, in terms of 14 counselor workshops each summer, and in terms of a counselor educator workshop once a year. I invest that money willingly in a belief that it is a good investment of taxpayers' dollars and a good investment for vocational education. We began another investment in guidance programs which may be more important than the investments that we have in counselors. We are beginning an investment in a system of vocational education in guidance. For this year, it means $690,000, and if I can sell it, we would have an investment of 19 million dollars in the next two years. Now, I am not counting that I can sell it, but I sure am trying. I want 19 million dollars in Ohio over a period of two years to establish a system, if you please, and I will talk about this system a little later.

If I am going to get shot, you can guess that I will be shot for an elephant not an ant. I think I know what we want. I think we have reasons for what we ask. Then the big question is: Good ideas are a dime a dozen. It is, "Can you sell it? Can you sell it, and can you get the money to make it happen?" I do not know whether I am good enough or whether our whole efforts are good enough to get it. I believe sincerely, as I indicated, in the place of guidance counselors, but I will say just as directly and bluntly that guidance counselors are not a guidance program. They are not and cannot be the guidance programs in our public schools. When we talk in Ohio about a guidance ratio in our public schools of

400 students to one guidance counselor, and when we insist in our vocational education centers that we go 1-200, that counselor cannot possibly be the guidance program. He can be an important part of it; he can be a key factor in it; he can be the spark plug; but if he depends upon himself, he is going to continually be damned by the public without having served their children. There just are not enough of you, and there are not enough dollars and cents in terms of public education funds to enable the program to be guidance counselor centered.

Now understand, teachers cannot fault me that I am not willing to support them. That is the place of the guidance counselor. I am afraid that the literature that I read is too much centered in the counselor and not in the program. We were fortunate enough, before there was a job corps, to work around and get some funds for manpower monies and set up a center for dropouts at an inactive Air Force base. It took a little doing. We had 400 young people together at this Air Force base, and we had this number until last year when the Department of Labor closed us up. I do not know why except we did not want competition perhaps. The young people that came to this center had never talked to a guidance counselor. Without exception, these young people, who were dropouts or rejects from our public school system, had never talked to a guidance counselor. Now, did they want to talk? You bet your sweet life. We had to put on counselors in the evenings to let those young people talk, but in the public schools nobody would listen to them. Counselors evidently did not have time. They were not given a chance. These young people told us, "You know, when we hit the seventh grade, they divided us eight ways and no on cared about us." If there was one continuing theme with these dropouts, it was, "No one cares." We worked with those young people, and we never had any problem with basic education as long as we tied it to, "Do you want to get a job, son? Do you want to be this? You must be able to read." We had no problems educationally and socially. We had a shake down one time. We gathered a bushel basket full of switch blades, knives, guns, and everything else, so we were not talking to an elite group of people. Educationally, they did not resist either counseling, education, or help, but the school system had not given them this help.

We believe that a counselor, within himself as a part of a total program, can be effective. In vocational education, we know that if they accept a role to assist with the program, they can. Some of you may in reading your literature, if you are a counselor, get a little discouraged. There have never been any studies at the collegiate level which gave the guidance counselor credit for having been an important factor in dealing with youth going to college. To tell what we had in one of the area vocational centers, we asked the young people, "Why did you make your choice?" Sixty-one per cent of them said it was the guidance counselors. For a year, there had been an effort by a group of guidance counselors who worked together as a team to encourage young people to make choices, and 61.8% of the young people that made a choice to go to the vocational education center said that the counselor was the number one reason for their choice, mother was number two, father was number three, and teacher was number four. This is the first study that we know of nationally in which the counselor came out number one. We know that or believe that counselors can, by a team relationship, make a difference in terms of the responsibilities for helping young people make choices. Nothing makes me more furious than for the person or the teacher who says to young people, "Don't worry. After all, you're only in high school. Don't worry till after you get out. There's plenty of time to decide what you want to do then." It makes the people in Ohio furious when I say that the biggest vocational training center is on North High Street, Ohio State University, and that is true. If you think I went to Ohio State University in order to gain intellectual understanding, you are crazy. I beat my brains out there because I wanted to be able to achieve a better living than I was achieving otherwise.

We have just completed a parents study and a students study as a part of an evaluation program. We had something like 29,000 parents of 29,000 students questioned. Thank goodness for the computer. This was done not by vocational education, but by our division of guidance and testing, because anything I do in vocational education is suspect. We got responses back from 23,000 parents and 29,000 students. Some of the questions we asked them: We asked if the opportunity for employment separation should be available to high schools. Ninety-four per cent of the parents and about 85% of the young people agreed or strongly agreed. We asked them if schools should place more emphasis on preparing students for employment. Again, both parents and students strongly supported this. This next one is interesting to me. We have been saying that schools must accept the role for placement of students. Neither the students nor the parents are sure that the school should accept a responsibility for the placement of students in employment and that job placement is a responsibility of the school. More job training courses should be provided in our schools? This was asked only of the students. There was strong support for this. Graduates should know how to complete a job application interview and how to get a job? Parents strongly supported this type of thing. Students who are socially, economically disadvantaged should be enrolled in vocational education? Parents agreed with this. After-school activities should be just as important as class work? We only asked the students this question, and there were less than half of them that said this was true. Looking at the area of the guidance counseling, we asked these 29,000 youth and 23,000 parents about guidance. Vocational counseling should be available for all students? This was strongly supported by both parents and students. School counseling services should be available for both youth and adults? There was agreement in terms of this for youth and adults, and herein lies a whole new opportunity. School counseling services should be available for school dropouts? Again, there was strong support for this concept. Just because a young person is out of school, we have no right to unload him. Students, with help from their parents, should at least start career planning by the seventh and eighth grades? Here is an interesting point. This statement was not as strongly supported, particularly by the students. There is an educational job to be done. More information should be available to students and parents about vocational courses? The answer was yes--strongly yes. Teachers should relate course content to career planning? Again, the answer was a strong yes by both parents and students. Students should learn about the world of work during elementary school? The parents tended to support it, but the youth did not support it.

Looking at the area of counseling and guidance on a continuing basis, the question was asked: High school graduates should be prepared for further education and/or employment? The answer was strongly yes. High school students should plan for a decent education after graduating? Yes, there was strong support on the part of the parents and less support on the part of the young people. More vocational guidance is needed in grades 9-12? There was strong support on the part of both students and parents for this. The odd thing about these questions is there were no real basic differences between the students and their parents. Students should have tentative career plans before entering the ninth grade? Less than 50% of both the parents and the students said that students should have career plans before entering the ninth grade.

In terms of finances, we are having trouble financing our schools in Ohio. I do not know about you in Texas. We have to provide local money. Local financial support for vocational education should be increased? Only the students went better than 50%. Less than 50% of the parents said yes. When we said that the Federal Government should provide more funds for vocational education, the parents strongly agreed. We asked if there should be an increase in state monies--yes, the parents agreed. The problem of funding education is one of the issues in our state. When we asked students and parents if teachers should be willing to assist their pupils in getting their first jobs, they said that vocational teachers and vocational education should assume the responsibility. They did not believe that the school as a whole had a responsibility, but they believed that vocational education has a responsibility. Vocational teachers should have work experience in the field in which they teach? If we ever needed support, boy, we got it. For experience as the basis for teaching in vocational education--93%, 92%. You cannot teach what you do not know. There should be more counselors in our schools?--58%. Guidance counselors should have more than one year of employment outside of the school setting? We asked the parents, and the parents said yes. In Ohio, you must have one year of work experience to be a guidance counselor. We will continue this type of a study. We are going to revise it to find out what the public wants, what they are willing to pay for, and we are going to try to survey twice as many parents and students.

We are having, in our state, a growing interest in curriculum as the basis for a guidance program. We are beginning to suspect the belief that any guidance program which is not centered in the curriculum is not likely to be a guidance program. We have to take it seriously. Psychologists say that we must consider some principles of learning. These are not vocational principles of learning. This is just one way of saying simply what psychology of learning promises. First, they say that we learn best when we are ready to learn. When we have a strong, perfectly well-fixed reason for learning something, it is easier to receive the instructions and to make progress. Second, the more often we use what we have learned, the better we can demonstrate our understanding. Third, if the things we have learned are useful or beneficial to us so that we are satisfied with what we have accomplished, the better we retain what we have learned. Fourth, learning something new may be easier if it is built on something we already know. And finally, in a simple little statement--we learn to do it. Any educational program which is not based on these five simple sentences, is not really education. Can I make a kid learn a bunch of nonsense syllables? You bet your sweet life. Is that education? No. I have a friend who said his daughter is in the tenth grade and has learned the metric system four times. She forgets it every time. I wonder why? She does not have any use for it. Can they make her learn the metric system four times? You bet. Can she learn it? You bet. Will she forget it? You bet. Why do we keep checking on the intellectual capacity of youth by making them learn nonsense syllables? I took every one of the so-called hard courses in high school. I can remember, yet, one of my practical problems in algebra. We start the bath water in the tub at one rate, and then we pull the plug out and let it run out at another rate. How long will it take to fill or empty the bath tub? I had an answer--who cares. And yet, that was the practical problem that I was supposed to use to learn algebra. I passed algebra, and I do not know why. They checked my intellectual capacity again and again, and they could have probably given me an intelligence test and found out the same thing and saved me a lot of trouble.

Curriculum is one of the problems we face, and yet curriculum may be the essential basis for a guidance program. I was reading an article in the Washington Post, and it asked the question, "Why is the 50-year-old Bellville Vocational School in Washington, D.C. in good shape for a 50-year-old school? The windows are all in it. There is not writing all over the walls. While two miles away is a new high school that is two years old, and it is torn to pieces." They could not answer that. The Washington Post's editorial said, "Why?" They did not know why. I was in Atlanta, Georgia last spring with a group of superintendents who were holding seminars. One of the assistant superintendents from New York came rushing up and said, "I've got to go home." Why? "Because my superintendent said come home. I don't know any better reason than that. He also said my schools on Manhattan Island are closed."

I said, "All of them?" "No. Our vocational schools are still open." The assistant superintendent from Chicago was standing there, and he said, "You know, that's funny. The vocational schools in Chicago are also staying opened. Why?" I wonder if the curriculum and the goals in these vocational schools and the fact that maybe some of these learning principles were being applied had something to do with it. The over-worked word, relevance, may have had a part in it.

We had a group of guidance counselors make a study in Ohio of students enrolled in a vocational education center. You know that the worst thing in the world is to take young people out of their comprehensive high schools and take them to a vocational education center for education? The program in the vocational education center may be more comprehensive, but we have been taught in America that the comprehensive high school is the only way to do education. I believe it if you will give me a few comprehensive high schools. Do not give me an academic-based educational center with a sprinkling of practical subjects and call it a comprehensive high school, which is what most of our high schools in our nation are--academic centers with a sprinkling of practical subjects and maybe a few vocational education areas. I am not a separatist. I believe in a comprehensive educational center, but I believe more in the comprehensive educational program however you get it, whether it is in one center or two centers. I cannot accept the so-called comprehensive high schools as meeting the needs of youth today. It is suppose to be terrible when you separate a young person from one of these comprehensive schools. A guidance counselor at Ohio University did a study. He studied the young people in a vocational education center in terms of self-concepts and also studied the control group back at the home schools. This is what he came up with. I would never have believed it, and you will not either. He said, in general, that the vocational students were more open and had a greater capacity for criticism, possessed a higher degree of self-confidence, saw themselves as being good, had a higher sense of personal worth, had a higher feeling of adequacy, had more self-acceptance, were more optimistic, showed less confusion, conflict, and contradiction of self-concepts, perceived themselves more adequate in social interaction, and showed fewer signs of maladjustment than did non-vocational students. You will not believe that because it is contrary to everything that you have ever been told. Maybe giving a young person a right to be enrolled in something he wants to do is good. At least, until you can show me something different, it might be right.

I attended a meeting in New Orleans about a year ago where there was a group of outstanding educators gathered, and I had a chance to sit in and listen to them. One of the discussions dealt with humanities, and I edged up to the table because for someone in vocational education, you are supposed to be outside the table. They let me edge up to the table while they were discussing, and I asked a question. They were good because they could answer the question. My question was: What makes an area of education a humanity? They were good because they could give me five or six things that made an area of education a humanity. I listened, and then I said, "Well, on the basis of those points vocational education could be a humanity if it's taught that way." The Dean of Education at Columbia sighed, and we all looked at each other for a while, and he said, "Yes. I guess it can be if it's taught that way." What it boils down to is that a humanity has nothing to do with content. A humanity has to do with how you teach whatever you are teaching. I can teach vocational education as a humanity, or I can teach a social studies course as a technical subject. What is a humanity depends upon how much you put humans into the process of teaching them that area.

We dared ask the graduates of vocational education in one of our first area vocational schools if they would go all day to the vocational education center even if they were members of their home high schools for football, baseball, basketball, band, track, and orchestra. They had to make some choices of elective subjects. We asked these students the following question: "Do you believe that you're successful in school here because we've got a funny feeling that a young person must experience success." We found that they believed that they were successful. We found that the parents and the young people felt that they were successful in their vocational education programs. We said, "Do you like going to school here? Have you ever asked kids that question? 88.9% said, "Yes, we like going to school here." That is a better record than any of the other schools. We asked, "Would you rather be going to school at your home school?" Eighty-five per cent said, "No." What it boils down to is that the young people, given an opportunity to be in a program of their choice, a program meaningful to their goals, are pleased with it.

I accept your studies in guidance which say that young people's choices before age 16 are not very sound. Your studies in guidance say this. So, in our state I say no to vocational programs that want to commit a student to a vocational objective before he is 16. Now, do not misunderstand me. I said age 16, not the eleventh grade. I do not care if a child is age 16 and in the eighth grade because I will take him. I will suggest that our vocational education programs start at age 16. Hoppack and others in your field are saying, however, that we can do a better job of leading students to a choice by age 16 and that there can be a program of guidance before age 16 which will give youngsters a better basis for choice. And, herein comes our willingness to invest in a system of vocational education and guidance.

A governor's task force first got us interested in a system of vocational guidance and education. They said that vocational education should start in the first grade. How do we do that? They went ahead to say that we do not need training. We need a program to get young people to want to work that should start in kindergarten and the first grade. In Ohio we are developing such a program. If you want more details about it, you can find it in Governor Rhodes' book, Vocational Education and Guidance--A System for the Seventies. I am going to describe this effort briefly, but if you want more information on it, you can get it from his book. We are looking at the concept of a system starting with kindergarten, and this is a system into which we are investing $690,000 this year. This is a system in which I want 19 million dollars to reach 37 1/2% of the children by two years from now. I am not likely to get it, but if I can get any given amount toward that, we are off and running. Give me my principle and a penny, and I will get the rest. I need state or federal funds, but I do not care where I get them. This program would cost nationally about 1.2 billion dollars, and it would be the best investment this nation has ever made. In Ohio, the total program will cost around 60 million dollars. You will find one thing. I do not kid people any more. I say, "Do you want this? Then, this is what it will cost you. If you don't want it--fine. But, if you want it, it will cost you this amount of dollars to serve this many people."

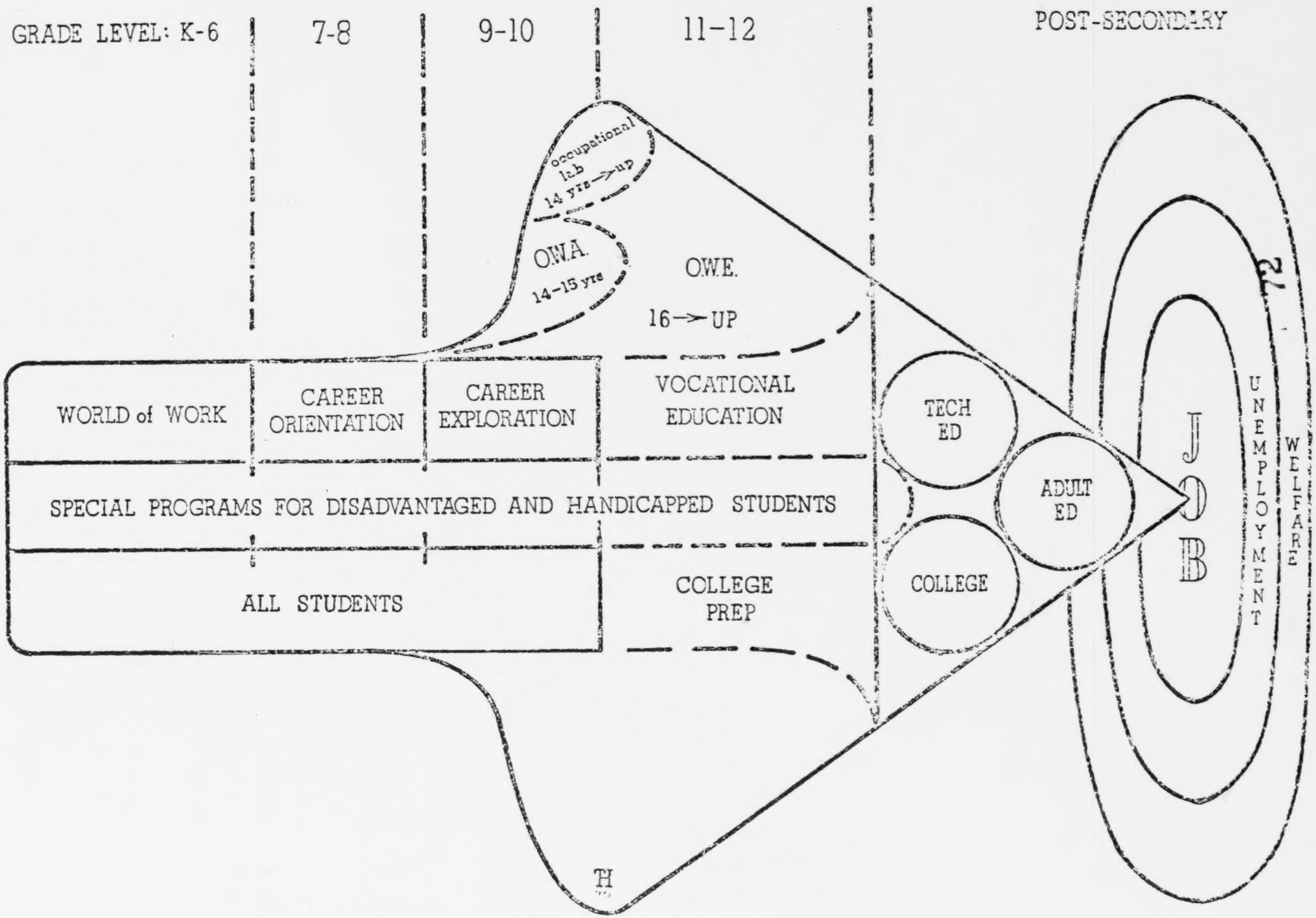
The first step in this system is a career motivation program in kindergarten through the sixth. Now, I do not care if they ever hear the name of a job, and for heaven's sake, do not talk to me about occupational information. I am concerned with two goals. I want all young people to respect work, and I want all young people to want to be something--to want to participate in our world of work. We are investing 20 dollars a head in 16 schools. These schools have agreed that all children in all grade levels will get an average of about 240 hours of career motivation not outside the curriculum, not attached to the curriculum, but within the curriculum. That 20 dollars is to pay for materials, transportation, simulation goals, and in-service training. It can be used for anything as long as it helps them put on that program. It is not to buy another teacher, but it is to fit into the system of education. We say that the principal must buy it or we will not invest. Yet, I can get more schools to do this than I have money for, and we just started this program this year. You say, "Now how are you doing it exactly?" Heavens, I do not know. We have 16 schools out there trying to figure it out. You know, the hardest thing we had to do was to keep them from talking about how a printer does this, this, and this. I do not care if the students know what a printer does. I want them to know that people work to give that little selfish being food, clothing, and shelter. I want them to know that people work to protect them, and I do not want them to only learn about the policemen and the firemen. I want them to know that people work and that every bit of work is meaningful to that little selfish organism. I want them to feel work, including the little bit that the fellow does when he only turns screws, nuts, and bolts. I want them to see that work is socially meaningful to them. I want them to be motivated to participate in the world of work, and I do not care at all if they know the name of the job. I am not trying to guide students into anything in the elementary grades.

For the next step, we propose a career orientation program at the seventh and eighth grade levels. We have 26 schools participating in this phase because they started this last year. We are investing 25 dollars a head in a program in which we said, "We want an average of two periods a day for two years." Many of our guidance counselors say, "Oh, you can't do that. You can't do that! That will make them change their curriculum." Yes, that is what we have in mind. I want to change the curriculum. Now, you tell me anything that is more important to a seventh and eighth grade kid. I do not know anyone who is more wide-eyed than a seventh or eighth grade young person. They say, "What is that world of work out there? What are the jobs now." Now, I am willing for them to take a look at jobs. What is this whole world of work? I want an average of two periods a day for two years. I want to use the teachers to conduct the career orientation program within the curriculum. I do not care whether they go two periods a day or take a day a week or take two weeks. One school takes two weeks for every six week period, and they stop and take two weeks for career orientation. Who in the world ever heard of that? The whole school stops, and you know, the world keeps running although they do not happen to teach English for two weeks. We allow 25 dollars a head for the schools to run this program.

Then at ninth and tenth grade levels, or ages 15 and 16, we say that now the topic should be developed. We have five to six schools that are willing to try to develop a career exploration program. What do we want them to do? We say, "Give us at least 270 hours out of two years." That is an average of two periods a day for one year. Let a young person find out what he wants to do, and I am not talking about industrial arts. I am not talking about a business education. I am talking about a career exploration program of which I do not know any. They say, "How do we do it?" I do not know except that you have got to open that door. Do not make it an industrial arts program, but open that door and find out how you are going to let young people find out what they might like to do. Here we run head-on into that Carnegie unit. I guess that you have Southern Association. That Carnegie unit was set in concrete in 1910 so that the colleges could know what you were doing to children. So, this one is a problem. I have six schools, and I said to the principals last week, "Please open those doors." They are trying. We are paying 30 dollars a head here. You see, I am trying to bribe them a little more. We are paying 30 dollars a head here for the career exploration program. Again, how are you going to use the money? How are you going to use existing teachers because I do not think that you can afford another school system.

Two years ago we started what we call an occupational work-adjustment program. A young person should start into his vocation. We started last year with 26 programs of occupational work adjustment, not equipping a child for occupational goals, but saying, "Let's find out how we can make you successful by using work as an adjustment procedure--not using work as training, but using work as an adjustment--finding you and putting you in with a teacher for a half day." They said, "No one cares." "We'll put you with a person who cares about you, and two periods of that four periods you'll work some place." We are part of a five-state effort where we are putting kids out into private businesses. We want a young person to find out that he is worth something, and the quickest way is to pay him for his work. This says, "I'm worth something." We find out that these young people are worth something. We had 26 programs last year and 126 this year with 2,500 young people, and that is just a drop in the bucket. I am asking for and not likely to get enough money to have 21,000 students next year. I want to serve 21,000 people--young people. With dropouts, I can prove to you that I can do something for them. The biggest thing that I am going to do for them is prove to them that they can be successful and that they are worth something. The whole school for 10 years has told them that they are not worth anything. Could you open the door and walk in a school every day if you knew the minute you stepped in somebody would put a dunce cap on your head? The peer group does it; teachers do it; and the superintendent does it. Could you walk in that school? I could not do it. I am saying that we should find out what students can do and not what they cannot do. We are trying to build a system of vocational education and guidance. You must have tools, and you must have programs if you are going to build such a system. You are not going to do it with the same academic, subject-centered curriculum that you have today.

I make no apology for saying that I am job-centered because what else happens if a person is not able to earn an honest and decent living? To me, everything else starts with this as a basis. We see guidance becoming more important at the technical level and the adult level. I am for a system of guidance that is curriculum-centered with the counselor as a part of the system. I would accept the point that there can be no sound vocational or technical education program without a sound program of guidance. I would hope that you would accept the point that there can be no sound program of guidance without a sound program of vocational education. I would hope


GRADE LEVEL: K-6
7-8
9-10
11-12
POST-SECONDARY
WORLD of WORK
CAREER ORIENTATION
CAREER EXPLORATION
occupational lab 14 yrs→up
O.W.A. 14-15 yrs
O.W.E. 16→UP
VOCATIONAL EDUCATION
SPECIAL PROGRAMS FOR DISADVANTAGED AND HANDICAPPED STUDENTS
ALL STUDENTS
COLLEGE PREP
TECH ED
ADULT ED
COLLEGE
JOB
UNEMPLOYMENT
WELFARE
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EDUCATIONAL PROGRAMS TO PROVIDE AN EMPLOYABLE AND WELL ADJUSTED CITIZEN

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that your group will become vocal in this regard. Learning a trade, skill, or occupation is just as worthy as learning a profession. Most jobs today and almost all new jobs in the future will require some skill acquired through formal training. Industrial growth will grind to a stop if skilled workers are not on hand to do the job. Both vocational education and guidance must be confined into a continuous system from kindergarten through the work life of the individual, and I plead with you to help us develop such a system.

Panel Discussion

Panel:
Dr. Robert R. Reilley -- Texas A&M University
Professor Vannoy Stewart -- Sam Houston State University
Mr. Morris Crawford -- Vocational Counselor in Austin
Dr. Harry Ward -- San Houston State University

Professor Stewart: I have enjoyed the Governor's remarks very much. He demonstrated very definite knowledge. I think very similar information and knowledge has come to all of us. I think he identified our position more than he gave us answers to our problems, to our future. We are well aware of our status, I think. I think now our next major thrust will be towards the solution to the conditions we find ourselves in.

Dr. Ward: After listening to Governor Rhodes, I think maybe I should apologize for being a Ph.D. No, seriously I am just kidding. I agree basically with the things that he said--practically all of them. I think there were even some things he did not bring out that I was thinking about. Basically, I agree with his philosophy. I know at Sam Houston State we have been telling our counselor trainees for years that they do not just work with college students, but they must also work with students who are going into the technical and vocational world. It is hard to convince them of this because there are basic attitudes that are inbred in them as well as in you and I. We might say, "These technical schools are good for your child, but my child is sure going to college." Now, that is the way a lot of people look at it. Governor Rhodes did not talk about attitudes and values. Some people do not believe in teaching values or even that you can teach values. But I think you have to start somewhere, and I think that it starts in elementary school. Students at all levels must realize the dignity of work. Last year I noticed where a man who was driving a milk truck was making 25,000 dollars a year. Now that is more than most of us make, and yet most of us probably do not want our son or daughter to drive a milk truck. So we must start with us, and we must start with a child in elementary school.

Morris Crawford: I am connected directly with the high school and junior high school aspects of vocational counseling, and I am very sorry that the speaker has gone because my contribution would be in the form of several questions that I would like him to answer. I would like for him to tell us how to initiate the changes that he recommends. We are faced with the problem of students being on the college-bound curriculum when they should be taking vocational subjects.

Dr. Reilley: I think you can see that we have a variety of viewpoints. Morris, representing the vocational counselor, is more or less on the firing line. Then we have the position of vocational education and of guidance or counselor education. We want as much participation from the audience as possible. It would seem that getting together like this and talking about problems of vocational education is kind of useless, unless we figure some way of getting at other people. What are some ways of trying to let other people know about these problems?

QUESTION: I am very much for the decision that vocational counseling not be different from or foreign to general counseling. I am for joining forces. Why do we have vocational counseling when we have had counseling for years? Did counseling serve the purpose? Evidently it did not. How can we join hands? What must be done now to make our counseling services serve the purposes of all students?

Dr. Ward: We started out with vocational counseling. Somewhere along the way we got lost. We started doing everything else and did not really do vocational counseling. We started doing college counseling and personal adjustment counseling. I think that this is one reason that we have all these different proposed specialties in counseling such as vocational counselors, special education counselors, and if we do not do something about it, it will get ridiculous, and we might have first grade counselors, music counselors, etc. Most of you probably know that Dr. Edgar recommended to the State Board that there be only one certificate for counselors. That does not mean that we will not do vocational counseling or that we will not counsel special education students, but we will not have counselors being certified by this agency or that agency. They will all go through one central agency. Then they may be assigned to different areas or specialize in different areas if they have particular interests. They may specialize in special education or in vocational areas. There will be one certificate. There will just be a counselor. There will not be a vocational counselor or a special education counselor.

Some faculties do not understand the vocational program. It is your responsibility to explain it to them. I think that parents often do not understand it and perhaps through meetings and communications and such you can explain the vocational program to them. I think that you have to start with the elementary school, and I do not mean by this that you start putting it in a tract in an elementary school. I think we have gone too far one way towards college, but let us be careful that we do not go too far the other way and over-react. We do not want a bunch of academic idiots, but we do not want a society of technical idiots either. I think we need to teach the elementary child something about the world of work. In other words, make career guidance a life-long thing. You start by getting students acquainted with the world of work and the dignity of each occupation, regardless of whether it is college oriented or not. If you get the right attitude instilled in the child and the parent, then by the time the child gets to high school he has the proper attitude. This is idealistic. It is not going to happen all at once. It is something that we have to plan and work with.

Panel Member: I think that just about sums it up. However, in the public schools we have not gone into the elementary schools. We have gone into the junior highs and the senior highs, and we have found that on several occasions the junior high counselors and the teachers did not have much of a conception of what really is available in the vocational area at the high school level. They are really hungry for information as to what is really available for these kids. However, you are going to have to get the cooperation of the administrator as well as the other counselors and teachers to have an effective program of informing students as to what is really available in the vocational area at the high school level.

QUESTION: In talking with some of the tenth and eleventh graders, we were faced with kids who from birth had been brainwashed on the idea of going to college when they were not capable of doing college work. The student is torn between two worlds of doing what he wants to do and what his parents say he should do. So, the kid is really confused, and he does not want to disappoint his parents. We find his interests and abilities going off in different directions. So, what are we going to tell him?

Panel Member: Attempt to point out to the student's parents that taking a vocational course will do nothing but enhance the child's chances of earning a living. It will not be a detrimental factor, and it will not prevent him from going to college. Use it as a two-way street. Some of our physicists today are walking the streets unemployed because there are no jobs available. They are highly skilled in one area only.

Dr. Reilley: I think this is a very good point to bring out, and we think of either going on to more education or going into vocational programs. Really, it does not break that way. Many vocational programs expect that students will receive additional training.

Panel Member: I believe the strongest act that we can do is turn out graduates who are gainfully employed. That will be the strongest one step that we can do. As soon as we have some success stories that can generally be accepted, the parents will be no problem. The problem is with us. As soon as we are successful, we will solve our own problems. Now, I think that we should address ourselves to how to become successful immediately.

COMMENT: It would seem to me that if you would look at what happened historically, we went through a period of time where the big emphasis was on the four-year college degree. Now I think that we have a real opportunity to take advantage of the emphasis that is being placed on technical-vocational education. I think we have some parents going in favor of technical-vocational education. We have it within our grasp, so let's grab the things we have and do something with them. I think the time is right for us in technical-vocational education.

Panel Member: There are many counselors in the schools who never will attend this type of meeting, and many of them are not vocationally-oriented at all. They will continue pushing the students, I think, towards college. I hope that I am not guilty of this. It is just something that maybe Dr. Ward and the ones who are training counselors can keep harping on.

Dr. Reilley: Morris, let me put you on the spot. You have been working now as a vocational counselor, and I have heard a variety of stories as to how the vocational counselors are working with the general counselors. Have you had much success along this line?

Morris Crawford: Fortunately, I worked in the system before, so I knew most of the counselors with whom I am working. We did not have too much difficulty in getting around to what I call common interests. However, we did have the problem of counselors saying that this kid is not capable of doing academic work, so can you maneuver him into one of the vocational courses. I have told them that we do not want just the dumping ground to be in the vocational area and that we want some of the other kids who may be honor roll students. Maybe they have academic interests as well as vocational talents. So far, I hope we have been successful in doing this because we do have several kids on scholarships this year. So I think that we have a pretty good relationship.

QUESTION: There is a question that I would like some help in answering. Is the large percentage of dropouts due to the inadequacy of the vocational programs? Do you feel that a greater vocational program in the schools would serve to keep this 35% in school?

Panel Member: We have a number of schools that could attest to the fact that it does. We have a few of the schools in this section of the state that have as high as 85% of all the school enrollment enrolled in vocational education of some kind. The statistics are very convincing that vocational education is the answer to school dropouts, so long as we do not make the vocational courses so selective that we still have dropouts for the same reason.

Dr. Reilley: I have a question related to that. Do we really have vocational programs for every student? You talk about having them for even very bright students, but what about the other end? I think that many people are thinking and saying that we will take care of everybody in the vocational programs. Is this true?

Panel Member: President Johnson said, "Go to your people, examine their needs, and serve them educationally." And when he said, "all your people", he explained it to us this way: "All those who were born that day--That means all people, and we should not have any dropouts if we are effective, and there will be no dropouts ideally. Education should serve all your people. Go to them and find them; determine their needs if you are an educator, and assist them." Now this is the overall responsibility that we accept wholeheartedly in vocational education.

Panel Member: I agree. I do not really think we are going to save everybody, but I think we should try. I think that this should be the aim. Too often we like prestige and trust. We develop a vocational course to take care of certain groups of students. Then, once we get it started, we get carried away with the program and have to build it up because it is not quite as high as others in the school. We start raising the standards for admission, and then we cut out the very people that needed help.

Dr. Reilley: It reminds me of an experience of my own. While I was teaching at a junior college, we hired a teacher to teach remedial English. He taught for about a year and then decided that the students were not good enough for remedial English.

Dr. Herring: I think that one thing that would really help is for all counselors to look at all of their students in terms of eventually all of them going to work. Occupational counseling or vocational counseling is for all of our students. We have a tremendous dropout problem in colleges, as you know, and many of the kids who go to college have a very poor concept of the world of work. What is really involved is why are they there. Even for our college prep students, we could do a lot better job in orienting them to the world of work and what is available to them when they get a college degree. I think all of our counseling should be occupationally-oriented. I think that this would help solve part of the problem.

Panel Member: We have failed vocationally to yield our influence on certificate administration and in others that we are bound with. The best thing that we can do is identify our greatest strengths and weaknesses and move into those areas, small though they may be, to be effective. I think that we must assume our own responsibilities greater than we have in the past. I think that we should compliment each other as having been more effective than we give ourselves credit for. If we can take the attitude that we are going to win this, we are going to solve our problems. All of us jointly should do everything that we can each day to incur influence.

Dr. Reilley: I really do not think that some people understand some of the basic principles of vocational education. You are really supposed to train people for employment. Many comments which I hear sound like people are not seeing this as a part of the principles of vocational education.

Panel Member: My only justification is we are now federally reimbursed in education for employment.

Panel Member: I think that now English is being indicted. I think that our math is being indicted. I think our entire system is being indicted or complimented with favors or criticism. I do not mean that we will turn out X number of welders and they must all weld for a living. I think in terms of a high school diploma as being something that is meaningful from the standpoint of employability or the world of work. I do not mean to isolate titles. I think there should be a broad concern in our entire school system rather than to train a student as a specialist. I think the school should be held accountable for a large body of informational training.

Dr. Ward: Right or wrong, there is a trend at the present time towards accountability in education, not just in vocational education but in all levels. This is one thing that is being questioned at the present time. Some of this frightens me a little bit. I am not sure how I feel about this. There are some things in training counselors that I think I can measure objectively. There are other things that I do not know. But whether I like it or not and whether you like it or not, this is the trend.

Chapter 4

The Dallas Conference

Dr. Norman C. Gysbers--First Presentation

My task is to examine the status of vocational guidance. To do so, we need to really look back at a bit of our history because this will help us appreciate our status today. Let us take a look, for a brief time, at where we have been--at our history. Beginning in the 1950's and particularly during the 1960's, there has been a real resurgence of interest in vocational guidance. This, I think, has been due in part to recent research and commentary on career development. It is a relatively new field in the discipline of psychology. This, in turn, has regenerated the interest of many people in vocational guidance. Now, of course, this is not the first time that such interest has been around. We can look back into our history and find similar expressions of interest.

We generally point to the turn of the century as the time when vocational guidance was formalized. At that time, if you remember your history, they were experiencing some real problems just like we are today. It was a time of rapid industrialization when people were concerned about many things. People in the field of education, and in business and in industry were concerned, and they were concerned that they formed a national society for the promotion of industrial education. People like Frank Parsons and Jane Adams were very concerned about the social evils.

I would like to call to your attention a book called the Social Reforms and the Origin of Vocational Guidance. This book is a recent publication of the National Vocational Guidance Association. It attempts to look at history from about 1900 to about 1920 and at the early formation of vocational guidance. I think the book has shed some light on history that has not been reported before. It points to a very close relationship between vocational education and Vocational Guidance.

You might ask, "What were the social evils?" One evil was that the schools were not doing the job they should have been doing. Apparently there had been a study in 1905 about dropouts. Many people were reacting to the "academic" nature of the school program curriculum.

There was also a concern about occupational reform, and the condition of the work place--who worked, where they worked, for how much they worked, etc. This was a time when unionism was really gaining strength.

There was also concern about housing conditions. If you really did not know the time frame and read the testimonials before Congress at the time, you could almost see yourself reading the same thing in today's literature. People then were concerned about the very same things that we are.

Individuals were concerned about social evils, and the twin reform thrust of vocational guidance and vocational education were clearly evident. It surprised me and perhaps surprises you to know that vocational guidance and even vocational education were known as reform movements.

Now, one aspect of this reform centered on the formula of vocational guidance and the concept went something like this, "In the wise choice of a vocation, there are three broad factors: a clear understanding of yourself, your aptitudes, abilities, interests, and ambitions; a knowledge of the requirements and conditions of success, a knowledge of compensations and opportunities in different lines of work; true reasoning on the relation of these two groups of facts." This concept was presented in 1909 by Frank Parsons. Frank Parsons is commonly pointed to as the father of vocational guidance.

Before Parsons, there was a concern for vocational guidance. The early Egyptians were concerned about guidance, and records have been found of their vocational guidance, although it was not called that. In a book written, at that time, by a father to his son, the father talked to the son about the different opportunities and occupations in Egypt. Cicero, a Roman statesman, talked about different talents for different jobs and the concept of individual differences.

Frank Parsons is given credit for the first modern formulation of guidance--vocational guidance. Now this happened about 1905 to 1909. He used primarily methods of observation. If you have not read his book, Choosing An Occupation, published in 1909, you really should. Parsons died a relatively young man, and the book was published after his death. His book is a very interesting commentary on how he perceived the process of occupational selection. He dealt a great deal with observing and interviewing prospective clients.

About the same time the testing movement began in the United States. The first major testing occurred during World War I; and then the Strong Vocational Interest Blank, and many other tests were developed between the two wars. World War II saw a great deal more testing, and after World War II we opened the floodgates and had vast numbers of tests. These tests strengthened the original concept of the individual and provided us with tools for individual analysis.

The other step of Parsons' original formulation was the notion of the analysis of the work force. At that time, much of the occupational literature was of the Horatio Alger type--you can do it if you really try. Many stories were written about successful people recounting how they achieved their success. Very little was actually known of what is called occupational analysis. Not until the 1930's when the U. S. government became extremely interested in the workings of the labor force, did we began to get material and techniques to analyze occupations.

Now, we had the testing movement, helping counselors and others to analyze individuals, and we had people analyzing the work world. The next step, of course, was the notion of putting it together. I think Parsons' words are interesting. He used true-reasoning, and we do not use that term any more.

Counseling with stress on emotions as a part of vocational guidance entered the picture about 1930 or so. The mental health movement began much earlier than that, in fact, it paralleled the movement of vocational guidance, beginning about the turn of the century. Think back to what I said about vocational guidance. The stress was on cognitive behavior or rational behavior. Analyze yourself, the work world, and put it together in true reasoning--cognitive behavior.

In the 1930's and 1940's the emphasis in vocational guidance shifted to emotional behavior. Well-known works, for example, of Carl Rogers, and others began to focus on the emotional aspects of behavior, and this movement continues today. Unfortunately, I think, the '30's and '40's saw the interest in vocational guidance, as a rational process, diminish. Now, however, the stage has been set for a change, and we now have renewed interest in vocational guidance.

We are now talking about career development. Career development is a concept, an umbrella term, that can serve to bridge both the emotional and the rational aspects. We also have federal legislation that is now pointing the way. Also, if you look at recent books and journal articles, you will find renewed interest in this aspect of guidance.

I am sure that you are familiar with the vocational education acts of 1963 and 1968. There has been introduced into Congress a new piece of legislation. It is called House Bill 7429. If you have not seen this bill, you should write your congressman and get a copy of it. It is a bill that tries to set the stage for the '70's, if you will. This act will be entitled, "The Occupational Education Act of 1971." Throughout this proposed act, reference is made to career guidance, counseling, and job placement. This bill, if it is passed, will establish a Bureau of Occupational Education, which will put people in vocational education, technical education, and guidance in leadership positions. This act could have real implications for the '70's.

The traditional approach to vocational guidance, or the Parsonian approach, no longer is adequate to do the job that we really need to do. In common everyday language, the Parsonian approach gets translated into the square pegs into square holes approach. You particularly look at manpower requirements and then put people into slots. Now, I'm overstating the case a bit to make a point, but the point is that this is the way people perceive the traditional approach to vocational guidance. They see it as an event, not a process. It occurs on Wednesday afternoon at two o'clock, and at three o'clock (again I'm overstating the case) a choice has been made. In the minds of people, this is what is expected, and this can be documented very easily.

If you are a counselor, probably in the last month you have had somebody come to you and say, "I would like to take a test that is going to tell me what to do." Have you had that experience? What people are really saying to you is, "Help me to try to get sorted out because square pegs really fit in square holes, and I need to know what my abilities are, and then I can find out what slot I can put myself into."

The square pegs in the square holes notion is no longer adequate. We can no longer think of vocational guidance occurring on Wednesday afternoon at two o'clock. Vocational guidance is not that event that takes place just prior to training either; however, it may be one of the events in a sequence, but it is not complete or distinct. Unfortunately, there are too many people outside our profession, and even inside our profession who still perceive of vocational guidance in the original one, two, three step approach.

Also, I think we are finding some misuses of words. Of course, that is not unusual in our language, because people use words for different reasons. We are particularly running into that with words like occupation, career, vocational, and career development. I am going to define these words because frequently we do not have a clear definition of the words we are using. We use the same words in different ways to make different points. Let me illustrate this by telling you a story. This happened to a lawyer who was running for public office. He happened to be in a state where they had some dry areas--dry in terms of liquor. It happened to be one of the last citadels of prohibition. The lawyer really did want to handle the question of liquor, but the editor of a local newspaper finally said, "Now come on. What is your position on the whisky question?" The lawyer was really put on the spot, and he sat down and wrote a letter to the editor. I would like you to read the letter that the lawyer wrote.

> Dear Editor:
>
> I had not intended to discuss this controversial subject at this particular time. However, I want you to know that I do not shun a controversy. On the contrary, I will take a stand on any issue, at any time, regardless of how much a controversy it may be.
>
> Now you have asked me how I feel about whisky. Well, brother, here is how I stand. If when you say whisky, do you mean the devil's brew, the poison scourge, the bloody monster that creates misery and poverty, yea, even takes the bread out of the mouths of babes? If you mean that evil drink that topples even the Christian man and woman from the pinnacles of Christian faith into the bottomless pit of despair, shame, and helplessness, then certainly I am against it with all my body.
>
> But, if when you say whisky, do you mean the oil of conversation, the philosophic wine and ale that is consumed when good fellows get together, that puts a song in their hearts and laughter on their faces and a warm glow in their eyes? If you mean Christmas cheer; if you mean that stimulating drink that puts a spring in an old man's step when he goes out on a frosty morning; if you mean the drink that enables man to magnify job and happiness and to forget his troubles for a moment; if you mean that drink, the sale of which flows into our treasury untold millions of dollars used to provide tender care for crippled children, or the blind, deaf, dumb, aged, or to build hospitals, schools, and roads; then brother I am for it!
>
> There is my stand, Mr. Editor, and I will not retract from it and will not compromise.

The point is that you can use words to suit your own purposes. I think this is what is happening in our field today. For example, we are now hearing the term career education. The Commissioner of Education presented a talk in Texas about career education. The notion was that career education is for people with less than a baccalaureate degree. That means, apparently, that those who go on for a baccalaureate degree have something other than a career. We also find the term career development being applied as a new term.

Now, what do I mean by career development? Career development is that aspect of total human development that describes the unfolding of a person's career identity. What we are talking about is personal. Where we get mixed up is when we think of career and occupation as being synonymous. The work world has occupations, and people have careers. When you are talking about careers, you are talking about a person. Obviously, people work in occupations, but occupations are used to describe the work world. When you think of the term career, think of the jobs or occupations that a person engages in over his working life. Use the term career as a person-oriented type of term rather than thinking of it as something outside of the person.

What is vocational guidance? Well, vocational guidance is what you do, the processing, the activities that you bring to bear to help a person in his career development. Vocational guidance does not just take place on Wednesday afternoon.

We need to get our terminology straightened out so that we can begin to understand and talk intelligently with one another. Based on my historical review, how do I perceive the current status of vocational guidance? Let me sum it up very quickly. New life has been placed into vocational guidance, and it has become respectable again. There are many reasons for this, and one reason is renewed interest in career development. Previously vocational psychology was a psychology of occupations. The occupation was the subject, and the person was the sower of information. Now, when we talk about career development, the person is the subject, and the job is the information. This does not mean that it is any less important that we understand the work force and that we understand occupational psychology. On the contrary, it makes it even more important. What we have left out is understanding the person. So, with renewed interest, beginning about the 1950's, we have seen this phenomenon of interest increase.

I have also pointed to federal legislation, and again this is something new. In terms of important legislation, it's only been four or five years. The vocational education amendments of 1968 were people oriented, and learning about the work world was stressed as much as preparation for the work world. Federal legislation has created an atmosphere and leadership for vocational education.

We are now talking about people-oriented types of programs, and that is where we are now. Let us look at what people are saying about us because we have many critics. I think that it is time we carefully consider what our critics are saying. What are some of the criticisms?

First, they are saying that we have not done enough to facilitate the choices of youth. They are talking about presenting a wide array of educational and occupational opportunities for people. We have not done enough in this area.

Our critics also say that we have not focused enough attention on orientation. What do they mean by orientation? We have not done enough to make people aware of the occupations that are available to them. We have tended to look at only particular pathways. Of course, you have heard of the college bound, and the non-college bound students. These terms are no good, and maybe we should start talking about the work-force oriented student and the non-work force-oriented student and turn the tables for a while. What they are saying is that we just have not given youth a chance to see what is available.

Another area is job placement. It is not enough, our critics say, to simply prepare somebody, but you must help him in his next step. We ought to be talking about helping youth in their next step so they understand that they are going to have a career.

Another point that our critics are suggesting to us is the notion of outreach. This is a term that has come into play particularly through the employment service. The notion is that we have not done enough to go out and find our school leaders and bring them back. We have not set up our programs in such a way that this is possible. Guidance programs tend to run the school day but not after school and evenings. A place in San Diego has a program called Dial-a-Career. It has telephone operators and trained people to provide information. This could be done by us.

Another critical area is follow-through and linkage. This is related to job placement. Our critics say that we should stay with an individual after he gets a job rather than say, "Here is the job, and now go to it." We have gained quite a bit of experience in follow-through in a variety of governmental programs where this type of procedure has been used. The other aspect is linkage. The notion is related to building a link between the school and the variety of community resources available. If you do not know the pathways that are available, you cannot take advantage of them. Linking or establishing pathways is something that we have not done very well.

One other area that our critics bring to our attention is that of identification of student needs, characteristics and circumstances. Since counselors frequently are not aware of the feelings of students, there is no translation of these feelings into programs, into action. Our critics are saying that we need to give more attention to the needs of students. Then we have to talk about programs that are going to be developed to meet these needs.

We have neglected to use some of the major tools of vocational guidance, such as occupational information. Unfortunately, many counselors think that vocational guidance is a chronicle file kit in the library or in their own office. They really have not looked at the wide array of occupational information sources and materials that are now available. It is not only having them, but it is using them. I have seen some beautiful displays of occupational information in the library with the librarian being the only one who benefits from them. We have got to look at other ways of making occupational information available.

A common conception about occupational information is printed materials, but we are also talking about experiences, interests, ideas, and concepts concerning the work world and the educational world. We should not limit ourselves to an occupational brief because that is only one type of tool. Our critics are saying that we have been thinking too long with our blinders on. The end result is that no one uses what we do have because they do not appreciate it!

You might say that our critics are wrong, but my point is that we have not silenced our critics. One reason, I think, that we have run into trouble is because of our very narrow definition of the concept of vocational guidance. This has caused us to underestimate what it takes to do the job.

School officials say, "We had our career day. What else can you expect?" If you think of vocational guidance as occurring on Wednesday afternoon at two o'clock, then all you would have to do is provide an office and a file, and the counselor will take care of guidance activities. A very narrow definition of guidance has caused people to underestimate what it takes to do the job.

Recently I gave a talk to a conference sponsored by the American College Testing Program. After the talk, a gentleman came up to me and said, "You know what you were really saying was: making kids aware of the opportunities before them." I said, "Yes, it is as simple as that." Here is the paradox;

however, it is as complex as that. If you take guidance in the very simplest terms, you can do it very quickly. You can order 20,000 copies of the Occupational Outlook Handbook and put them in the elementary school, and that is your program. But if you want to get into how complex guidance can be, then you begin to appreciate some of the problems. That is, in part, why we are in the fix that we are in today. We have led people to believe, through the kind of orientation we have given them to vocational guidance, that it can be accomplished very quickly and easily. Of course, I am overstating the case a bit, but to make a point you must do that sometimes.

Our critics then are skeptical. They express disbelief as to our ability to deliver. Their feelings are not unlike those of a mother of a certain princess. It seems that the princess was out walking in the garden, and it was a beautiful evening among the trees and flowers. She was walking along about to put her foot down when she heard a tiny little voice say, "Please do not step on me." She looked down, and to her amazement, there was a tiny frog. She reached down and picked the frog up, and the frog said, "I am really a handsome prince, but some wicked witch turned me into a frog. I need your help so would you, this evening, take me into your bedroom and lay me down right next to you on the pillow. Then tomorrow I will be a prince." The princess thought that it was a reasonable request so that evening she took the frog and placed him right next to her on her pillow and went to sleep. The next morning when she awoke, low and behold, laying right next to her was a handsome six foot prince! You know, her mother did not believe that story either!! So our critics are skeptical, and they express disbelief.

While we have many unmet needs to attend to, there are some assets, too, on which we can build. We have now, as a result of considerable effort, knowledge of the work world. We have ways of organizing and examining it, and we have data about many occupations. This is the result of the efforts of many people building on the notion of vocational guidance in the past. What I am really trying to do is to indicate that all is not bad because we have a tremendous amount to build on. We have a good deal more insight into human behavior than we had at the turn of the century.

We are now beginning to understand the concept of career development. We certainly do not know everything, but we know enough to appreciate that it unfolds over the life span. We can look at various stages and at least come up with some terminology that begins to describe some of these stages. We also understand that when we talk about career development we are talking about concepts, values, and attitudes about the work world. That is why I have been saying we cannot put off vocational guidance until Wednesday afternoon at two o'clock in the senior year. All we would be doing then would be assessing stereotypes.

We have better tools of analysis for individual differences and the work world. Perhaps most important, we have receptivity to our message. The public is well aware of the need, and they have been expressing this to Congress. The critics' comments that I stated earlier are in the form of, "Here are some unmet needs that you have not attended to." So the atmosphere is one of readiness. Our real challenge is not to look back or to choose up sides, but rather our challenge is to take advantage of the receptivity that now exists and work together to meet the unmet needs.

Dr. Norman C. Gysbers--Second Presentation

I would like to look ahead to where we are going. Where we can go will depend on all of us, and my feeling is that we can do what we want to do. The reason I am saying this is that so frequently people began to think of one reason, five reasons, or twenty reasons why things cannot be done. Think of reasons why you can do something! I always reflect back on the words of that immortal philosopher, Plato. In one of his comments he said, "We have met the enemy and he is us."

Let's think positively, and let's say to ourselves that there are things we can do. The basis for action will be our attitudes. If you really want to get something done, you will do it. You will make time, and you will find resources, and there will be somebody to get the job done.

If we look at current research and commentary on career development, this clearly indicates that this aspect of human development is a result of the interaction of individuals with their environments and that it occurs over their life span. Viewed from this perspective, the traditional approach to vocational guidance is not adequate at all. We cannot afford to assess only what is, but we must also provide the conditions and stimulation to develop what could be. The notion of vocational guidance in most people's minds is simply assessment of what is. Based on our knowledge, we need to look much closer at a broader definition of vocational guidance that includes developing the conditions and stimulations to develop in individuals what could be. The traditional approach to vocaptional guidance must give way to a broader, developmental approach that some people are calling career guidance. Both terms are synonymous, either vocational or career guidance.

We have been talking for years about developmental guidance, but we have overlooked one of the fundamental aspects in this area, and that is career development. To me, career development is synonymous with developmental guidance.

By concentrating on the assessment of abilities that are related to career choice, people have neglected to concern themselves with the development of abilities and aptitudes. This development may help individuals become competent, effective people. The traditional view is the assessment, but the career development view is the one in which we are developing abilities. If you wait to assess individuals in their senior years, what you will be assessing will be stereotypes. We need to begin activities in this area early. We need to start in the elementary schools so that all youth at all levels have the opportunities to continuously and systematically explore from an internal frame of reference, their values, attitudes, aptitudes, and interests in relation to the wide range of educational and career opportunities which may be available to them. In this way, they will avoid premature educational and occupational foreclosure and will be able to visualize a career life. The things that go on in high school or post-secondary school need to be understood and appreciated as a natural extension of the activities in the elementary years.

There are some people that use the word "fantasy" to characterize what goes on in the minds of young children. Concerning the work world, this should be the case. It is not a bad word in one way, but, in another way, it has done a disservice to us because most people think of the word "fantasy" as not having meaning. It is fantasy and therefore you do not have to attend to it! What we are beginning to find out is that fantasy is a very important aspect of development.

Before we get into the program aspects of vocational guidance, we need to look at the needs of our students. Too frequently we move immediately to process them. We look at techniques without really understanding why we are developing or using the techniques.

I would like to identify the basic needs of youth. One is that youth need improved and expanded opportunities to become aware of, and develop their career identities. When I use the word career, I am using it as a personal term that describes a person's working life. Those occupations or jobs in which a person engages in over his working life describe the meaning of career as I use it. It also includes the life style aspects and the personal living aspects that go along with an occupation.

All youth are disadvantaged, in my opinion, when it comes to opportunities to develop their career identities. Most, if not all youth, have inadequate samplings of worker role models. This does not mean that they do not have the samplings because there are a lot of examples of role models. What I am suggesting is that the samplings come in varying shapes and forms and that they are not in any sequence. From these work samplings, students frequently pick up misinformation and develop stereotypes concerning occupations. Also, we know that in these times of change it is particularly difficult for youth to understand the work world. Many jobs are invisible. This is certainly a time of changing values and attitudes. The best way that I can describe the changes is a little illustration that was given not too long ago. Somebody said that 30 years ago the air was clean and sex was dirty. Today sex is clean and the air is dirty. So maybe that is a commentary on today's values and attitudes. In these changing times it is difficult for youth to see the work world.

If you have ever asked young children what their fathers do, frequently they will say that they work for a company. For example, we have McDonnel-Douglas Company in St. Louis, a rather large enterprise which employs 45,000 people. You ask children around St. Louis what their fathers do, and they say that he works for McDonnel-Douglas. There are 45,000 people working there with thousands of different jobs; hence, the work world is invisible.

What I am suggesting then is that we need to provide youth with better, expanded opportunities to see role models, people at work. A lack of opportunity to see these things does not result in an occupational or educational values vacuum. Kids still perceive, and they still make judgments, and the world still goes on. What I am suggesting is that we could do a better job if we would give them better information.

The second need, as I see it, is that youth need improved and expanded opportunities to conceptualize their emerging career identities. All that I am really saying is that you cannot do little bits and pieces, here and there, and expect kids to get a notion of what is going on. You need to do this in some order so that they can begin to see it in some sequence. Possible career options require continuous testing to help individuals evaluate what such options may mean to them. The basic question that we must help students answer is: "If I selected this, or if I do this, what does it mean to me? What options are available to me, and what does each option mean?" I think that too frequently we have simply responded by providing economically oriented occupational information. We have not looked enough at the person on the job.

Finally, the third need is that youth need improved and expanded opportunities to generalize their emerging career identities. This can be done through effective placement and follow-through adjustment activities. They need opportunities and help in translating their emerging career identities.

Now, if you take the three needs that I have just listed and think about the critics' comments that I mentioned earlier, you should begin to see how they fit. The critics are saying that we have not provided adequate opportunities for youth in terms of career choices, in terms of orientation, and in terms of placement and follow-through. If you look at the needs that I have suggested, you will see that they fit!

I want to point out that the primary goal of programs that meet these needs is not to choose people to fit jobs, but rather the developmental process of helping individuals to analyze and enlarge their capacity to make decisions. Our job is not just to discover the feelings of students, but it is to translate these findings into appropriate programs of action. One other aspect of our job is that of a change agent. We must open up the possibility structure for people. An opportunity unknown is not an opportunity at all, but what is probably worse is a known opportunity but not available.

Too frequently, we talk about helping students in terms of looking at the probability of success. For instance, you have so many chances in ten of going to this place or doing that. Maybe we should be talking about helping the students beat probabilities and not just meet them. This means changing the possibility structure for individuals.

We have talked about needs, and now let's talk about the individual or the learner. To understand how to develop programs for individuals, we are going to have to understand the learning process. Let's go back to your educational psychology days for a moment. I am suggesting that there are three kinds of learning that are relevant for us. One is perceptual learning, and this is where people become aware of things and learn how to differentiate and discriminate. They sort things out. Second, there is conceptual learning where you add values and attitudes. Third, there are opportunities for a type of learning where you take the concepts and draw conclusions and make generalizations.

When we look at the kinds of learning, we also understand that there are some problems involved. If you do not have certain awarenesses when you try to conceive, you really cannot bring together all of the things that are relevant, and you later have difficulty in generalizing. I am sure that you have all experienced people who have had misconceptions about things. I would like to tell a story about a Sunday school to illustrate my point. A little girl received a teddy bear for Christmas. The teddy bear was a nice brown, cuddly, fuzzy bear. It was a 'second' that you can buy at one of the bargain barns because it had crossed eyes; however, this did not make any difference to the little girl. She liked the bear and played with it. The mother was anxious to find out the name that the girl was going to attach to the teddy bear. For a long time the little girl just played with the bear and did not give it a name. Then one Sunday noon, the little girl came home from Sunday school and began to call her teddy bear "Gladly." The mother stopped and asked her daughter why the unusual name. The little girl said, "Mother, we sang about my teddy bear in Sunday school." The mother wanted to know what song they had sung. The little girl said, "Gladly, My Cross I Bear!" The point is that you try to communicate with people, and they hear something entirely different. This is because they are different. They were thinking of something entirely different. So, we have formations of misconceptions. You can translate this example very easily to the work world. If you do not provide experiences for people, then it is not surprising that we get the misconceptions concerning the work world.

We can go on up the line in looking at learning experiences. If you don't provide the proper experiences then it is difficult for people to conceptualize or to move on up to generalizations. They do not have the proper experiences and find it difficult to put all the facts together. I am reminded of the story of a scientist who got involved in conditioning. He had been using dogs and had worked with them for several days and was beginning to tire of the routine. So, he thought that he would make it more interesting by trying to condition other animals. As he was thinking, a cockroach ran across the floor. He thought that it would be fun to see if he could condition a cockroach. He got a cockroach and began conditioning it. Sure enough, he was able to do it so that when he rang a buzzer the cockroach jumped up in the air. The scientist did this for quite a while and even showed his colleagues. Soon he tired of this experiment and thought how he could elaborate on it. He pulled one leg off the cockroach to see what it would do when the buzzer was pressed. The cockroach jumped up just as high as before when the buzzer rang. The scientist pulled off another leg and pressed the buzzer, and the cockroach jumped up just as high as before. This process continued until he got to the last leg. He pulled the last leg off the cockroach and pressed the buzzer and nothing happened. He thought and pondered and then suddenly the little light bulb came on in his head. When you pull all the legs off of a cockroach, it becomes stone deaf! Again, the point is that even though we gather facts, if we do not have the proper ones and we do not put them in the proper sequence, we have trouble in the generalization process. Again, this can easily be translated into the area of vocational guidance. We have to pay attention to perceptual, conceptual, and generalization kinds of learning.

One other thing that we have not done very well is to focus on the outcome of a program. We ask counselors in my state to write down what they are trying to do. We have to address ourselves to the outcome of a program and what we are really trying to develop. What will this person be able to do better as a result of the program?

In a paper that will be published in the first yearbook of the National Vocational Guidance Association, a colleague and myself have begun to try to develop the outcome of such a program. We call this individual the "career conscious" individual. A triangle could be used to illustrate the three different types of knowledge or skills which people need to be able to operate effectively. One is cognitive knowledge about self. There is also a great deal of knowledge about the work world that people need to know, and there is a great deal of educational knowledge that people need to know.

Another term that we use is the "emerging career identity." The "career conscious" individual is an individual who is able and has knowledge of himself, the work world, and education. He is able to visualize in a career-life way. This sounds future oriented, but we are really saying that there is a career conscious kindergarten student, too.

One of the shortcomings of our programs in vocational guidance has been that they are future oriented. We tend to focus on retirement plans in trying to relate what is going to happen to students 20 to 30 years from now. We have forgotten to focus on the school as a working body. What we are suggesting is that there is a "career conscious" student. In order to contrast this, we might suggest a "career conscious" student and a "career apathetic" student. Let me illustrate some ways that these students are different. (1) Work task - the "career apathetic" student says that this is something to avoid because it is unpleasant. For the "career conscious" student, a challenge is not always pleasant, but it provides proof of ability. (2) Education - the "career apathetic" student feels it is a requisite or something to live through and get by. The "career conscious" student sees education as a preparation for life, as an appreciation for learning. (3)

Work place - the "career apathetic" student sees it as a place where you put in your time. The "career conscious" student sees it as an opportunity to achieve, something to identify with. So, where the apathetic student sees himself as just a student, an object to be manipulated, the "career conscious" student sees himself as a person who can control his own destiny when he has confidence in himself. (4) Teachers - The "career apathetic" student sees the teacher as one who makes decisions for him, someone to resist. The "career conscious" student looks at a teacher as an equal but with different responsibilities. (5) Peers - The "career apathetic" student sees peers as individuals to compete with, to guard against. The "career conscious" student sees his peers with an innerdependency and cooperative nature. The foundation for the "career conscious" adult is the "career conscious" student. This foundation is laid in the early school years, and we must organize appropriate school activities.

We have looked at kinds of learning, the "career conscious" individual, both student and adult, and at the outcome. Now let us look at some of the activities and techniques that I feel need to be carried out to develop this kind of individual. If you begin to look at the career development tasks of youth, you generally find that we need to emphasize perceptual learning, or awareness learning, at the elementary school; conceptual learning activities in the later elementary school years and junior high; and generalization learning at the senior high level. This does not mean that these types of learning are not related because obviously they are all interrelated.

Let's first look at the elementary school. Individuals at the elementary school need the opportunity for an expansion of awareness. Now, this can translate directly into programs. We need to do more in the curriculum to provide a wider array of awareness on the part of the student in terms of not just the work world but in terms of education and self and the interrelatedness of these three. When we are talking about career development, we are talking about self development in the arenas of the work place and the educational place. We need to look at the nature of work, who works, where people work, why people work, and the school as a work place. If you look at how students approach their school tasks, you can begin to get a feel as to how they are going to approach their work tasks.

Let me give you several illustrations of some programs that have been tried around the country. I had an opportunity to visit the Detroit Public Schools about a year or two ago and had a chance to go into several elementary schools. A couple of the teachers were doing some interesting things to give their students an awareness of different kinds of work environments. One activity that they used was field trips, but they also used the classroom as an activity. They set up the Rose Spool Popcorn Company. In fact, I now hold two pieces of stock in that company! They organized their classroom into a popcorn company. They actually taught English, arithmetic, and social studies around the vehicle. They went through the process of buying popcorn and setting up an assembly line to get it produced. Then they packaged it and sold it. They sold stock and had a company with a president, vice-president, managers, and workers. They talked about the interrelatedness of these people, and they used an actual work situation in their classroom to teach other subjects.

In the same school system, but in another school, the fifth and sixth grades set up an employment service. There are many jobs in an elementary school, and they get filled in a variety of ways. A few of the counselors who worked in this particular school thought of setting up an employment service. The students went through a system of job interviews and job selections. They advertised jobs, had interviews, selected employees, and worked under supervision. Some of the students even got some pink slips in the mail because they had not done their jobs well. They really went through a miniature employment procedure and worked. The counselors had badges prepared so that when a student was hired in the audio-visual club, or school crossing guard program, or whatever, he could put on his badge when he went to work and be identified.

In Louisville, Kentucky, in an elementary school, teachers set up a town and actually built a miniature town in the back of the room. They had businesses, a mayor, and everything that constitutes a town. Then they had the students go out and talk with people in the community. They came back and taught English, history, or arithmetic using this vehicle. In one case, a girl wanted to be a dental hygienist. She went to the local dentist's office and came back with a set of enlarged teeth. She put on a hygienist's uniform and then taught health to the other students. She played the role of a dental hygienist and actually experienced a little piece of what the job was like.

This illustration is something we call role reversal where you actually put someone in a job or a piece of it and give him a taste of what it is like. We do not suggest that these choices will be the final choices of a student, but we are simply developing an awareness of what the work world is like. We want to give all students a chance to experience as many of these options as they can.

We also need to get across to students that people work for different reasons. Some people enjoy their work, and some people do not. Some people work to buy a shotgun or to buy a boat, and these are also valid reasons to work.

As the student goes through work-related experiences, one of the major jobs of the counselor is to say, "Look at these differences." Schools have used the notion of bringing worker role models into the school, but another activity many people use is that of focusing on uniforms. This is a fascinating subject. The uniforms that people wear at work tell different things about their jobs, and this focus can be very helpful to students.

Part of the awareness base is to keep expanding horizons by providing information. While this is going on, opportunities have to be made available for the conceptualization process. These are opportunities to look at the values and attitudes of individuals as we look at work.

One of the values of work that people look at is that all work has dignity. I am really not so sure that is the case. Maybe we should be saying instead that all people have dignity and that they express this dignity in places where they are. This means that dignity can be expressed anywhere. The values, attitudes and judgments will go on whether we attend to needs or not, but it is our job to attend to needs in our programs.

In the junior high we need to focus on the educational opportunities or the area of making career decisions. Students must have a chance to see, to feel, to touch, and to understand. The notion of free vocational orientation is one kind of a program technique that provides this. It is more a role reversal in an educational sense, trying out what it feels like to do those things that the worker might do.

Then, particularly in the senior high, we need to focus on conceptualization processes and generalization processes. We need to focus on activities designed to internalize concepts about self, education, and work. Instead of just stressing awareness, we need to help students in developing clearer understandings of possible job options.

We are talking about career development now and not just occupations. There are not enough jobs to give work experiences to every student, particularly in times of economic crisis. What we may have to do is to have the school set up simulated work activities so at least each student can get an idea of what it is like to work.

From what I have said, I hope that you can appreciate that schools cannot operate on an ad hoc basis, and I think that this is what we have tried to do. We have said, "Well, here is an activity for the students, and now we have done our job." We are going to have to marshal resources just as we do for any other area. This is why it is so important for me to get across to you the notion of how many people think about vocational guidance. If they think about it only in terms of the Wednesday afternoon session, then they are not going to perceive what I have been talking about. We must change attitudes on the part of the public, administrators, and teachers so we can get this concept across.

I would like to expand briefly the resources that are available to you. Many people think only of chronological file kits or Science Research Associate kits. Let us take a look at what else is available to us. We have a wide variety of audio-visual materials now available, and most of you are familiar with these. We have the traditional planned programs, such as assembly programs and career day programs. We also have the new techniques of computer assisted information systems. There are a number of places around the country that have developed these. Computers are going to be increasingly useful as a way of retrieving information and having students interact with the information. We have a traditional technique that we sometimes overlook, and that is the interview. Role playing is another technique. You do not need a lot of equipment for this technique, and it can be done easily. Add to this video tape, and you have a very powerful tool for behavior change. If a student can see what he does, then many times you do not have to point it out. We are beginning to see the formation of another technique called synthetic occupational environments. This is a technique where you actually have students experiencing in a laboratory type of setting, an educational or job experience. In some places they are now changing industrial arts and home economics courses to capitalize on synthetic occupational environments. The following resources are used frequently: direct observation, visitation on a personal basis, people orientation, directed exploration, actual occupational experience, and work study.

In order to do the things that I have suggested, we must have personnel. I would like to think that counselors, particularly, will be doing the following things: (1) accepting responsibility for new programs; (2) getting involved in the environment; (3) using guidance and career development strategies; and (4) developing extensive knowledge and understanding of human behavior. It is not just enough to know about the work world. We need to know more about human behavior so that we can read and use effectively student, teacher, parent, and administrator data in developing appropriate programs.

We are going to have to focus much more attention on vocational adjustment and employability from a career development context. You might wonder why I chose the terms "vocational adjustment" and "employability." These are the terms that Congress uses in its legislation. What we have to do is get these terms across and translate them into career development concepts.

We need to look at means for providing the outcomes of guidance programs. This gets us back to the "career conscious" individual. Career development provides a ready-made evaluation vehicle because it is longitudinal and deals with concrete factors of human behavior. We can measure the development of a person in this arena.

A lack of attention to these responsibilities on the part of counselors and educators in general will result in discontent and disenchantment among our consumers. We have heard our critics, and we must respond.

I would like to give the five B's that will assure you of going down in style; they would guarantee failure: (1) Be passive; (2) Be inactive; (3) Be reflective; (4) Be silent; and (5) Beware.

Panel Discussion

Panel:
Dr. Norman C. Gysbers -- University of Missouri
Dr. Robert R. Reilley -- Texas A&M University
Professor Vannoy Stewart -- Sam Houston State University
Mr. Herbert McKinney -- Counselor from Northeast High School
Mr. Ben Teague -- Texas Education Agency

QUESTION: Do you consider the fabulous appropriations of 1968 a compliment to vocational education or an indictment against academic excellance?

ANSWER - Dr. Gysbers: Of course the question that really might be raised is do we have that amount of money? The real difference is what is authorized under various acts and then what is actually appropriated. What we soon find out is that the money that is authorized is usually not appropriated.

First, I guess it is not an either-or situation. Let me explain what I mean by that. I think that we are beginning to see and understand that education means preparation for work, and this includes preparation for life. I think what people are saying is that today's education is not relevant. Of course, we all have our conceptions of what we mean by relevancy. What I have heard students say is, "I do not see the connection between things we study in English, history, mathematics and what I am going to be doing." They want us to help them understand how they are going to use what they have learned.

In my opinion, Congress feels that vocational education has attacked this problem of relevance. The nature, the methodology, and the techniques of vocational education are appropriate in our day because they are useful. We need to look for the concrete types of experiences that we now offer in that aspect of education. In all education, the term that is usually used is "hands-on experience." This is getting involved in concrete kinds of activities to show relevance. We have the either-or conflict of vocational education or academic education, but what is academic education? It is preparation for additional education for a vocation as it should be. Congress is asking that vocational concepts be fused into the curriculum to make it relevant.

Mr. McKinney: I think that any time vocational guidance counselors and other counselors get together the question often arises as to where the boundaries are. What is the vocational counselor suppose to do? I am a general counselor at Northeast

High School, but I have worked a great deal with the vocational counselor. Many times a student will come to my office, and we will end up talking about vocational fields. We do more academic and vocational counseling than if we had drawn a line. We feel that our job is to work with students.

My background is that I have been a classroom teacher for many years, an elementary principal, a high school principal, and my wife has been a vocational home economics teacher for 17 years. I have also served as a school supervisor.

I work together with our vocational counselor, sometimes with students, sometimes separately. We would like for you, Dr. Gysbers, to comment further along this line.

ANSWER: Am I to respond to the boundaries between vocational counselors and general counselors? My answer is that there are no differences between the two.

QUESTION: What would you recommend we do when further bills are written to remove the invisible and unusual barrier that exists between counselors?

ANSWER - Dr. Gysbers: My feeling is that we ought to cut out the different names for counselors and have a common title. Then we could begin to appreciate and help other people appreciate all the aspects of guidance. This includes the vocational fields. There really is no distinction, in my opinion. Kids do not come to you with labels. They come in with problems, and sometimes they are personal problems, and sometimes they are career problems.

One other approach that could be used is the notion of an internal organization pattern where counselors together decide that they cannot cover all the areas of needs for each individual. So they decide to specialize internally.

COMMENT: There are some things that I could tell you that counselors have done as a group for many years. You might anticipate some of the things that I could list. They have spent much time in scheduling students, in taking little bits of paper off of one place and putting them somewhere else, all of which must be done. I do not mean to say that these duties are not important, but as people with particular abilities, particular backgrounds, and particular interests, counselors are too valuable to be used in these ways.

I would like to say that the vocational counselor units that have been allocated were allocated to do some reasonably specific types of things. For the most part, the counselor corps has had very little in the way of guidelines to work under or to use as a reference point. Many of you who are principals may have counselors who are your right arms. This is wonderful, but this is not the function of the counselor.

COMMENT: In one session, a concern came up that I think is common to all people in counseling. We had a counselor say, "What can we do in order to make ourselves available or effective to more youngsters? There are so few of us and so many of them. What are some ways that we might be more effective in our efforts?" Immediately the suggestion came up to enlist the aide of classroom teachers. Well, we know the teachers' reactions to this. They will say that they already have more to do than can get done. I would like Dr. Gysbers to respond to the question. What might we do to enlist the aide, assistance, and support of the classroom teachers so that this business of career and occupation might be a part of their day by day activities?

Dr. Gysbers: The entire question, as I see it, is what is it that we really want? This has to be decided first. In terms of career development, how do we know we are there? A major objective of many counseling programs is helping the individual develop his self-concept. What does a person look like when he has reached this point? How do you tell?

Before we can say we need the help of teachers, parents, and administrators, we first have to know what we want. One of our major problems has been that we have not known what we want and have not spelled it out. We have said to the teachers that it would be nice if they could help us out and give us support. The first reaction is, "I've got too many things to do." But we have not really thought out what we want teachers to do.

The first strategy for involving teachers is to clarify in your own mind what it is you hope to accomplish. This involves writing objectives, and it takes a considerable amount of thought in looking ahead.

The next step is to approach one or two teachers who you know you can win over. Describe a few of the objectives of your program to them. Then work through with your teachers a piece of the program and let it develop and grow. You have to take the program a little at a time rather than having it legislated or demanded. This is at the local level. At the state level, at least in many states, they are now preparing curriculum guides for career development. They are trying to outline some of the basic concepts that we are talking about.

Another step is to take objectives, stated very broadly, to local school districts and enlist the support of the school districts in further implementing and working out the processes and evaluative techniques that go along with the program. Educators feel that they do not want to prepare an elaborate cookbook for career development because it might be put on the shelf. The notion is to get some teachers and counselors who really want to establish a working program and get them involved and started. Basically, you find someone who is really dedicated.

QUESTION: One problem that guidance and vocational education has had is public relations. Dr. Gysbers, what are some positive public relation steps that the vocational counselor or the regular counselor can take?

Dr. Gysbers: The first step goes back to knowing what you are doing. This may sound very simple, but until we get our message straight, we are not going to have a good public relations program. One of our problems has been that we have not taken time to develop our objectives.

Chapter 5
The Lubbock Conference

Dr. John D. Krumboltz--First Presentation

Let us imagine that you and I are driving in a car and I am behind the wheel with you sitting right beside me. Imagine as we are driving down the avenue, and I come to 30th Street. As we approach the intersection because of construction, I must turn. Which way should I go? Right! It depends on where we are going. Absolutely! How can you possibly tell me what road I should take unless you know where I am going. This is, I think, the identical problem with which we are faced in counseling.

If you go to large meetings, you will always hear people ask: Now what is the counselors' role? A lot of people do not know what the role of the counselor is. The reason that they do not know is because they are not sure what counselors are trying to accomplish. You cannot possibly know what the counselor is supposed to do unless he knows where he is going. Unfortunately, there are many counselors who do not know where they are going.

I would like to suggest that one of the directions that counselors are going is in helping the student learn how to make decisions wisely. An important point in evaluating your own guidance program would not be to tally how many youngsters you talk to each year. This is the way it is done in some systems in California. Reports are made showing how many students were in the counseling offices, the number of parents, teachers and blah, blah, blah. Tallying the number of contacts to them is some sort of accomplishment. What we need to do is to ask ourselves in each contact if we have helped the student learn to make educational or vocational decisions wisely.

If you went up to a student and asked him, "Well Joe, what are your plans next year?" If he said, "I have decided to be a plumber," you would want to know how he came to that decision. If his answer was something like, "Oh, that is what my dad does," you can be certain that you had not helped in making his decision wisely. If he made a decision based upon that reasoning or because someone told him to go into that field, he has not grasped the process. The guidance team has just not done its job very well.

The message that I am trying to make is that you have a responsibility to accomplish something in the counseling program. You can find out if your program is succeeding by simply talking to youngsters. What I would like to do today is tell you my views as to what the steps are to help youngsters learn how to make decisions wisely.

I am going to be making reference to papers that I wrote with Donald Baker at Ohio State University which are going to be published in a book by the National Vocational Guidance Association. In these papers, there are excerpts on a sample interview with a young man who came out of the army and enrolled at Ohio State University.

Basically, I am going to be talking about this whole process as if we handled one youngster at a time. It is not necessary that we talk with one at a time because group counseling is effective, especially if you are interested in body count. The important thing is that each student learns how to make decisions wisely. It is not important whether it is done one at a time or five at a time or fifty at a time.

Let me give you a rough idea about the sample case. A young man named Jim was a radar operator in the army. Reading from the case now:

CLIENT: "I liked it. I really did. I got a job in electrical engineering. I got a kick out of working with radios."

COUNSELOR: "When did you get out of the service, Jim?"

CLIENT: "Oh, about two and a half months ago."

CLIENT: "I have been helping my brother and father on the farm, and it came to me that I would rather be working on electronic equipment than be working on the farm. So I wrote and found out about my veterans benefits, and they sent me here to the counseling service to be sure I was getting into the right thing."

COUNSELOR: "Yes, I see your records arrived yesterday. We will review your work and training experience, but first tell me more about your ideas on engineering. You sound as if you have definitely made up your mind about a career in electrical engineering."

CLIENT: "Yes, like I said before, I really liked my job in the army. I didn't lose any sleep about the rest of the army, but I really liked my job."

COUNSELOR: "Well, what did you like best about your work?"

CLIENT: "Well, finding out what was wrong with the equipment when it broke down. It was like a puzzle, and you had to get the answer fast. The lieutenant in charge of our outfit always called on me when something went wrong. He even let me teach part of his classes when it came to maintenance and repair. He would tell them about math and numbers, and I would tell them how the stuff really worked."

COUNSELOR: "Did you like teaching?"

CLIENT: "Oh, I sure did. I like to show people how things work."

COUNSELOR: "What about the math and the theory parts?"

CLIENT: "It was a mystery. I was in the army four years, and every year we got the same lectures. Every year I would get more confused. Math and I never got along too well."

COUNSELOR: "What have you done about your plans for getting into engineering?"

CLIENT: "Well, I have applied here at the University, since I am a resident of this state. It would be cheaper to go here and I think I can get in okay."

COUNSELOR: "Your high school transcript shows that you graduated in the top half of your class. You are certain to be accepted. How can I help you?"

CLIENT: "Well, before I can get my veterans benefits I have to show on the forms they sent that my plans are clear and okay. So I guess that is what I want you to help me with. I'd like to know what kinds of classes I would be taking and what kinds of jobs I can get later."

All right now, we will cut this interview off at this point. This is sort of a typical kind of opening gambit where a student comes in and starts talking about his problem, and this is very typical. You know all of us, everyone, in our society has to make some decisions about hobbies and part-time jobs that eventually lead to decisions about full-time employment. And as one's career progresses, a person must decide from time to time whether to change employers, whether to change locality, whether to accept a new job offer, and whether to ask for some kind of change in working conditions. Finally, he has to decide when and how he is going to retire. So each person has to make a whole series of decisions throughout life that he hopes will not only lead him to economic security but, ideally, to personal satisfaction. So when a person feels that he cannot make a wise vocational decision by himself he seeks help from you.

The client may not know exactly what he wants from you. He may have a rather vague idea of what he wants. He may wonder which of the two alternative occupations is better for him. He might have absolutely no idea of what kind of an occupation he wants to go in, and he very frequently expects the counselor to give him very specific advice. Have you ever had a student come up to you and say something like, "Oh well, just tell me what occupation you think I'll be good at", or words to that effect? What do you say? What can you say? You kind of look him in the eye and say: "Oh you ought to be a draftsman", and then he goes away happy. He probably will go away happy if he really believes you, and he will probably make a damn good life being a draftsman, too. But you know that you cannot give him that kind of advice because you do not know enough. You do not know if he will necessarily make a good draftsman. So what should you do?

Well, what I think you should do is to help him learn how to make decisions wisely. Do not tell him what he should do but tell him how he can learn to make the decision wisely. I do not mean tell him how, I mean help him learn how he can make that decision wisely. Now, you might say, "Well, the client does not want to learn how to make decisions wisely," or, "I mean, he has not asked me to help him." You see, you have some responsibilities. The client is asking for some kind of end result. He is not asking for the means. If a patient asks his physician for a pill that would turn him into superman, the physician would have to say something like, "I don't have that power. But if you want to be stronger than you are now, then I can help you learn."

A counselor would have to say to a client who asks for some impossible thing like, "What am I supposed to be?" A counselor would have to say, "I really don't know what decision you should make. If I did, I would tell you, but I don't know. I do know, however, that what you need to do in order to make a decision that you feel would be right for you is to learn how to make decisions so that whenever you are faced again with a planning choice, you will know how to proceed wisely. Would you like to learn?"

Of course, if the kid says, "Just tell me," then you are in trouble. If the answer is, "Well yeah--how would I go about doing that?" Then you have your opening.

So what do you do then? To begin with you have to orient yourself to what the client's situation is. As in this excerpt that I have just given you, the counselor's reaction was to find out what the situation was and what the client wanted initially. You try to understand what the client's situation is, and you let him know that you understand the situation that he is in.

After that there are eight steps involved in the wise decision-making process. What I would like to do right now is to give you the list of what the eight steps are and then take each of the eight steps and tell about them in more detail and tell how you can help the client with each of these steps.

Steps in the wise decision-making process:

1. Defining the problem
2. Agreeing on mutual goals
3. Generating alternatives
4. Collecting information
5. Examining the consequences of the alternatives
6. Revaluing the goals of the alternatives and consequences
7. Making a tentative decision
8. Generalizing the process

This sequence of steps is not just a recipe, but rather the steps are important events in the counseling process, and sometimes they can take place in different order. But the important priorities still remain.

The first excerpt was just getting acquainted with the client's situation and helping him feel that you are the kind of person that he can talk to because you can understand his problem.

Getting into the decision-making process itself, the first step is to define the problem and the client's goals. So, let me give you a little brief excerpt of another stage in this interview so you will see how it goes.

COUNSELOR: "Before we put your plans down on paper, tell me a little bit more about what you know about electrical engineering. For instance, have you ever talked to an electrical engineer about his work?"

CLIENT: "Yes, the lieutenant I mentioned before. He had a college degree in electrical engineering."

COUNSELOR: "Did you talk to him about his training or what he did on the job?"

CLIENT: "Well, not really, but we talked about the equipment. I couldn't say what he did in the army. He ran our outfit. I do know the kind of equipment those engineers deal with though."

COUNSELOR: "Do you suppose if you spent a semester or two in electrical engineering you might find out that you did not like it at all; that it was not what you thought it was suppose to be? What would you do then?"

CLIENT: "Well, I just figured you might ask me something like that. I have thought about that before, and I cannot say right off what else I would do. I know it is now smart to put all of your eggs in one basket like they say. I think engineering is just what I want. What else do you think I could do?"

COUNSELOR: "That I cannot answer, but I can help you look into some other possibilities."

CLIENT: "Yeah! Well, okay, I would like that. I have farmed a bit and I have been in the army, but I really don't know what else I can do."

COUNSELOR: "Think about our discussion so far. You seem not to know too much about engineering or about other posiible occupations. When we finish working together on this matter, what will you be doing then, that you are not doing now?"

CLIENT: "That is hard! What will I be doing?"

COUNSELOR: "What is it that you will be doing then that you are not doing now?"

CLIENT: "Well, I will have a job. I will be working."

COUNSELOR: "Any job? How about farming?"

CLIENT: "No, not just any job. I mean I will be working at something I like. Of course, I would like to earn enough to have a little fun now and then. I do not want to have to worry about food and necessities."

COUNSELOR: "What else?"

CLIENT: "Well, before that I guess I will know what some jobs are without trying, and then I will know how to get them."

COUNSELOR: "Now let's see! Right now you seem to have two general goals to work for: One is that you would like to work eventually at a satisfying job; but the other goal is more immediate. The immediate goal is that you want to find out about suitable occupations and how to prepare for them. Is that right?"

CLIENT: "Yeah! Yeah! Two goals: one now and one later."

It is pretty important that this goal become defined. See what the counselor has done here is to begin a sort of systematic, sometimes lengthy process of defining a problem and the client's goals. Now the presenting problem that Jim came in with was that he wanted to present an educational plan to the VA in order to collect his veterans benefits. His decision to become an electrical engineer was based on little information or experience. He had no viable alternative to engineering. At this point in the process, the counselor is probably more intent on preparing a plan than is the client who might well be satisfied with any program that might produce his training money.

The counselor by probing, restating, and conjecturing can enable the client to clarify his situation and his objectives. How will the client's objectives appear when they are finally stated? Now here is an excerpt from a spot a little later on in the interview.

COUNSELOR: "All right, Jim, now that you are clear on what we have worked on, why don't you repeat the important points that we covered."

CLIENT: "Okay, let's see. I want to be able to fill out this form to the veterans outfit, so that means I need a plan for my education and work. I need to be able to tell them at least three occupations that I like and am suited for. Then I want to make a list of the approved schools that can train me for those jobs. I will write to the schools on the list and find out how long the training programs are for and what courses I would have to take and how much they would cost. Then for each occupation that I had in mind, I am going to find answers to this list of questions."

Those are some things that the client has to do and are part of the wise decision-making process. These actions are explicitly stated: the client will write; he will name; and he will find answers to questions. The counselor and the client have worked together to find and identify specific observable behaviors in which the client will engage.

Because the desired actions are overt and observable, the counselor and the client can both observe progress and can decide when the goals have been reached. Further, these goals were developed with the client's complete cooperation.

Other clients with decision-making problems may have objectives more or less similar to Jim's. The basic steps in the wise decision-making process provide a general framework although the specific actions for each client will be quite different.

Let's move to the second step--that of agreeing mutually to the counseling goals. You do not necessarily have to work with every student on every problem that he brings in. You have certain standards and certain interests of your own. It is possible that students may come to you with problems that you would not feel competent to deal with. One of the advantages of having a guidance team is that there can be specialization in your team. Some of your counselors may divide to specialize in certain kinds of problems and some in others.

You know it is difficult to help a student on a problem that you are not interested in working on. If there are people who can help, it might be better to make a referral. Suppose that Jim had come to a counselor and told him about his problem, and the counselor feels that he can help him.

On the other hand, another counselor may say:

COUNSELOR: "Well, Jim, you know my background has been mostly working with students with study problems in college. I could help you generally with learning to make decisions but when it comes to specific content about jobs and training programs, there are several other counselors here who are better prepared. If you would like, I could introduce you to Mr. McMillan next door. He has worked with problems like yours. I think that he could help you better than I could. Would it be okay if I introduced you to him?"

Let us move to the third step--that of generating alternative solutions. Now producing a variety of alternative courses of action is sometimes difficult for a client who has typically acted on his first impulse. Generating alternatives can be facilitated by starting with sort of a brainstorming approach in which you get a lot of ideas out and listed without really examining them carefully, or trying to exclude them or rule them out for any reason whatsoever. The thing is to get some feasible alternatives out on the table. This is the way the counselor did it in Jim's case:

COUNSELOR: "Jim, what kinds of jobs have you thought about doing in the past?"

CLIENT: "Electrical engineering, as I said."

COUNSELOR: "Well, what else? Can you imagine yourself doing other kinds of work? You know little boys see themselves growing up to be astronauts or cowboys. Even though you are an adult now, there surely have been times when you may have thought of yourself in a particular occupation, which for some reason appeals to you. What kinds of occupations have you thought about in this light?"

CLIENT: "Well, let's see. A long time ago, before I went into the army, I thought that I would like to get in the Agricultural Extension Service. The Extension agent used to come around our place. He knew a lot and visited farms, but he really didn't have to work on them. He worked with the farmers more than anything else. I thought about that kind of work once."

COUNSELOR: "Good! That's the kind of thing that we need to work with now. In fact, while we talk, why don't you write down on this sheet of paper the job titles that we mention? Now what other types of work have you thought about for yourself?"

CLIENT: "Well, with a little bit of training, I could be a television repairman. You know, after my army training and all."

COUNSELOR: "Fine! Put that down. What else?"

CLIENT: "Well, in the army, I got real interested in the weather. I got where I could read wind directions and all that. Then working with radar in the service, I use to have a little fun now and then by betting the meterologists who was going to be right in weather forecasts. But this all takes a lot of schooling."

COUNSELOR: "Put that on the list, too. Right now it is important to consider each possibility carefully before filling out the veterans forms. Try to keep in mind that all career opportunities have different kinds of occupations in them requiring different amounts and kinds of training. Think, for example, about a career in agriculture. You could be a farm extension agent, or manager, or a veterinarian, equipment operator, etc. Each one of these occupations takes different talents and training, but they are all related to the same field."

CLIENT: "Yeah, I see that. Okay, I'll put down weatherman. You know, just the other day I was talking to my brother-in-law about that."

This kind of gives you an idea about brainstorming. That's one way of generating a list of possibilities. Let's use this procedure and see how it works with another problem. Imagine now that you are an accountant, and you receive a telephone call from Mr. Easy Mark, owner of the Mark Sport Shop. He wants to hire you to go over his records to make sure everything is in order. He is worried that his business does not seem to be making as much money as it should. You inform him that your fee for inspecting his books is 25 dollars per hour, and he agrees to pay you on that basis. This is a situation--a simulation--presented in one of the SRA's Job Experience Kits. It contains some materials and a set of directions to follow.

Now before you can earn your pay here are a few facts you must know. Then there is an explanation about what a check is. This is designed for high school students by and large, who really do not know too well the complications of the real world. What is a check? How is a check written out? Here is a sample with arrows pointing to different parts. Now what happens to a check after it is written? The kit materials explain how it is endorsed and how it clears the bank and is returned to the check writer.

Now, to earn your 25 dollars per hour, you go to see Mr. Mark. He introduces you to his bookkeeper, Mr. Robert Baron. The name does not give away anything about Mr. Baron's character. He is a clean cut young man who, according to Mr. Mark, is very honest and dependable. Mr. Mark then gives you some information about his business. Then there are also samples of Mr. Marks' signature and Mr. Baron's signature. Then Mr. Mark tells you to open packet eight, below. So you open the packet, take out some papers and you find, among other things, a packet of cancelled checks. There are both sides of the checks made out, and you are given instructions to compare the cancelled checks against the ledger sheet. Now this is where the key job task is performed. Here you become an amateur accountant, by taking the cancelled checks and comparing them against the ledger. As you look at them very carefully, you begin to discover some rather peculiar things, but you have to look very carefully to notice these things. For example, you will notice there are some checks signed by Mr. Mark, but they appear to be in Mr. Baron's hand writing. You will notice that Mr. Baron has made out two monthly pay checks to himself for the month of October. You will notice that the ledger says that a check was destroyed but as a matter of fact, it has cleared the bank and here it is. You will notice that there is a check made out to pay 100 dollars for three flashlight batteries. You will have to admit that is pretty expensive for flashlight batteries. They tend to be obvious kinds of things, but nevertheless, it still takes a rather careful examination to detect errors. The instructions are if you notice any discrepancies to make a list of them on an answer sheet. Then the student is asked to make a decision: You have been hired by Mr. Mark, and now you must report to him exactly what you have discovered.

There are three letters in packet B that you might write to Mr. Mark. Of course, they are written in that terrible language that accountants use, and you have to choose the right one. The letter you are suppose to choose is: "I have examined the record of checks written and the cancelled checks for the month of October, and in accordance with generally accepted standards, in my opinion, the above records do not present fairly or accurately the bank expenses of the Mark Sport Shop for the month of October. A list of minor and major errors is enclosed on my report form."

Then the student is given the correct answer. You have chosen letter C. There were eight possible errors. If you had chosen four or more, that is, if you were able to go out and identify four or more errors that were made, then you have done very well. You have successfully solved one of the types of problems faced by accountants. Then it says, of course, you know accountants help to solve many other types of problems.

Perhaps you would be interested in discovering more about accounting as a possible career for you. Then there is some advice about how he can find out about accounting. That is just the basic idea. This is a way of stimulating some real experience in one occupation. Now SRA has put out a bundle of these job experience kits, representing a wide variety of kinds of occupations. For example, truck driver, elementary school teacher, appliance repairman, x-ray technician, medical laboratory technologists, and beautician. Beautician is rather an interesting line. You have series of transparencies that come down, and you choose which kind of a hairdo would be most attractive to women who have different shaped faces.

The idea is that with a range or possible occupational experiences like this, it is possible to give a youngster an idea about alternatives, a way of generating alternatives of things that he might not necessarily have thought of. It is possible to have a group guidance class and have people take a variety of these that are of their own choosing. Not with the idea that you are trying to convince anybody to be any particular thing, but our experimentation with these has been designed to find out whether youngsters are encouraged to explore further, if they have an experience like this. We find that indeed they are.

I have done a lot of research in my life, and of all the things I have done I think I have got more personal satisfaction out of this; not so much from the statistics that come back, but just from little personal testimonials. That is another way of stimulating the generation of alternatives.

Sometimes one of the things that happens is that you find a kid wanting to go into an occupation for which you know that he cannot possibly qualify. How many of you have had an experience like that? A kid says that he wants to go into that field, and you know that he cannot make it. This is a real problem for a counselor. The question is how would you let this kid know? Should you tell this kid that you do not think he will make it in that occupation? That is a real tough decision.

Let us take a concrete decision. Suppose a kid says, "I want to be an accountant." Let us just suppose that he has never gotten more than a D in arithmetic in his life, but he has taken an aptitude test in which he scored at the 1/2 percentile on the math aptitude. He is flunking all of his subjects, and he says he wants to be an accountant. Should you tell him no, I don't think you would make it as an accountant?

I think that the counselor should not say to the kid, "No, you should not be an accountant." Now I will tell you why I think that the counselor should not say that. One reason is the counselor is trying to help the youngster think and talk about decision alternatives. To tell the youngster no, he should not go into that field is a discouraging kind of thing to say, and it is likely to diminish the youngster's desire to explore further.

Another reason is that the counselor's reaction to an alternative would tend to override the client's suggestions and perceptions, and would perhaps falsely imply that the counselor's values were superior to the client's values, or that the counselor knew more about what was good for the client than the client did himself. That may be true, but it has a discouraging effect on the client. Furthermore, the counselor's rejection of an alternative tends to be based on current information or impressions about the client. In the future, however, the client may acquire skills necessary to achieve or approximate what previously seemed to be beyond his reach.

I do not know how many people I have talked to who have told me a story something like: when I was in high school, a counselor told me I could not possibly get into college. I got a masters degree and a Ph.D., and then I went back to that counselor and I tracked him down and I said, "Look here, you said I could not make it and here is my diploma." Now you could say well, that is a very good counseling technique. The deliberate policy is to challenge this kid. The thing we do not hear about is the people who believe the counselor and get discouraged and say, "The counselor said I cannot make it to college, so there is no use trying. He knows better than I do." So sometimes people surprise you, and test scores and grades can be pretty low at one time for reasons that you might not fully appreciate, and a person can change quite a bit.

Another reason why I think this is a dangerous thing to do is the counselor's objection to alternatives implies that he has already made a decision about his client and in so doing has deprived the client of the opportunity to learn about his own ability to make his own decisions. If you subscribe to the process of what you are doing, your job is to teach the decision-making process, rather than short circuiting the thing and eliminating an alternative, because then you have prevented the client from learning how to do this. If I want to be frank, and I do, I think the counselor may be modeling rather poor decision making by jumping to a conclusion before collecting supporting evidence for his decision. He thus fails to teach the client sound decision-making practices. If an alternative is truly unrealistic, then the client will be able to decide that for himself, provided that he has learned to make decisions wisely. I lean slightly to one side of this story, and I think that perhaps you could make a good argument for the other side, or perhaps you could give qualifications where you think it might be wise.

The fourth step is to get the client to correct some information about the alternatives. I think this is a very important part, this gathering information. Sometimes the counselor can review with the client some decisions he made in the past, and whether they were satisfactory or unsatisfactory, and why.

The question you might want to ask yourself is well, okay, I agree in order to make a decision wisely you have to have some information about the alternatives that you are considering. But how do you get a client to engage in this decision-making process? It is going to sound as if I am plugging that which I have been working on, but I happen to think they are good so I cannot help but tell you about them.

One of the books that Carl Thoresen and I developed is called Behavioral Counseling Cases and Techniques. Probably some of you have seen this book. It is a description of how a counselor can use techniques based on learning theory to help a client learn certain things. There are actually 43 articles written by practicing counselors that apply this in real cases in a step-by-step way, so that a counselor that may want to try something similar can.

Some of the techniques are: the use of reinforcement, modeling, simulation activities, counter conditioning, and combinations of these and other techniques described here. One of the techniques, use of reinforcement, I have already illustrated. For example, when the counselor says something like good, that sounds like a good idea or gives any kind of verbal encouragement to some steps a client might take--this is reinforcement. A rewarding verbally saves some steps in the process.

There is also the technique of modeling. Modeling simply means providing a model or example that the client can use. We have done some experiments of making tape recordings of people who have engaged in this decision-making process. We have been letting the client listen to the tape recording of what somebody else did to see whether that makes any difference. We find that it does. The problem is that we really do not have available a library of model tapes. We have found, for example, that a tape works better if the model on the tape is somebody that is rather prestigious in the eyes of the client. We do not have a library tape that I know about. That would be good for some enterprising person to prepare!

Another kind of model for this whole process is given in this book, Behavioral Counseling Cases and Techniques, in an article by Tom Magoon. He described what he called the "Effective Problem-Solving Process," a structured self-directed learning program to teach the client the steps in decision making. The client responds in writing to a set of program material, moving through at his own rate and supplying his own problem content, which is usually of an educational-vocational nature.

The counselor then, if you use Magoon's method, does not have to talk back and forth to each individual client. Instead, he has a set of materials all laid out that the client goes through himself. The counselor can take a group of people and help them through this process.

Since this manuscript was written, another set of materials has come out, and maybe some of you are familiar with the set. It is by John Holland, and it is called SDS, an unfortunate set of initials that stand for SELF-DIRECTED SEARCH. It is being made available through Consulting Psychologists Press, in Palo Alto, California. This is a very inexpensive thing, which leads the youngster through the process of making a decision. It helps him to identify categories of occupations and specific occupations within the categories. The mimeograph materials which I got costs 35 cents and is darn cheap. I think that they are putting out a more elaborate printed version which will cost more, about 75 cents, which is still reasonable. This is another kind of model which can help youngsters in the decision-making process.

Let's move to the next step of the process, that of examining the consequences of the alternatives. Now every act has consequences. These consequences can be positive, negative, or neutral. The degree to which the consequences satisfy a person greatly influences his subsequent actions. Decisions that we make are often rather trivial. But these are other decisions which have serious and long lasting consequences.

Vocational decisions affect the activities and satisfactions of a lifetime. Decisions of this caliber require deliberation not only of the choices available, but of the probable consequences which hinge on each alternative. Unfortunately, too many youngsters make these decisions in an impulsive kind of way without exploring the alternatives. Some of them work out just fine. Probably all of us can make testimonials about how the accidental things in our lives led us to where we are right now. This will always happen, but that is not the point.

But each one of these choice points in your life provides an opportunity to make a decision. You can either decide after considering all the alternatives or only after considering one. You can make the decision after exploring possible consequences or not after exploring possible consequences.

It seems to me that decisions in the category of careers are so important that your responsibilities as counselors must not be taken lightly. Part of your job is to make the process of how to make decisions a kind of fun process. The people ought to enjoy going through it, so it is not too painful for them. This way they will continue to do it in the future.

How do you help a youngster explore consequences? One way is that information seeking will turn up a lot of consequences. Another kind of consequence can be gained from expectancy data that is available to the counselor. Sometimes it is possible to find expectancy tables which display the probability of specific outcomes in relation to certain information about the client. They are based upon past performance of people who are similar to the client. For example, a senior might want to know the college which he stands the best chance of getting admitted to, or the probability of getting admitted to several different colleges.

The College Handbook has distributions of scores for youngsters who apply and are admitted to specific colleges. You know what the SAT scores of the applicants are, and with these you can make some probability statements. You can say, "Well, it looks like you have a 45% chance of getting into this college; about a 3% chance of getting into that college; and about a 90% chance of getting into this college. You want to apply to one at the high level, one at the medium level, and one at the low level, depending on, of course, a lot of things." The point is the probability of success is one fact that needs to be taken into account.

In this case of Jim, when he asks the counselor, "Do you think I'll be successful in engineering?"

COUNSELOR: "Let's take these scores and high school standings that you have obtained and compare them to last year's freshman class to see how you might expect to do. We will compare you to all of the freshmen of last year, using your total entrance test scores and your high school rank. You can see that out of ten students like you last year, nine of them received a 'C' average, or higher."

CLIENT: "Now you are telling me that last year, out of the ten students like me nine of them got a 'C' or better average? That is pretty good isn't it?"

COUNSELOR: "That is quite good. Nine out of ten received at least a 'C' average, and four in ten received a 'B' average or better, as compared to the entire freshman class. But that was not your question. You wanted to know how well you would do in engineering."

CLIENT: "That is right!"

COUNSELOR: "Well, the best predictor of how well you will do in engineering at the university is your entrance test mathematics score. Of the ten students with math scores like yours, three of them received 'C' averages, one 'C+', and none a 'B' average or higher."

CLIENT: "Boy, four chances in ten! That's bad!"

COUNSELOR: "Your math score is average in relation to all freshmen, but the students you will be competing with in engineering generally have higher math ability than the average university freshman. Consequently, your chances of receiving satisfactory grades in that subject are lower."

CLIENT: "What you are saying is that I definitely should not go into engineering."

COUNSELOR: "No, what I have said is that students like you have less often been successful in engineering than those who have higher math scores."

CLIENT: "There were four in ten who made it last year. Well I might be one of those four. Of course, I could also be one of the six. So I need to decide whether I want to take that kind of risk."

COUNSELOR: "That's right; you might very well decide to take the risk of the alternative. These expectancy tables just give us information on the chances of success, but we also have information on other majors. Your chances of being successful are better in agricultural engineering and in farm operations, but you may not want to major in them for other reasons."

The point is that this is just sort of one small bit of information, and if you have enough data that indicates the relationship or correlation between certain test scores or certain grades and chances of success in certain kinds of occupations or certain courses of study, then you can help a person evaluate the consequences of making some of these decisions. Now I think it is only fair to say that some of this data is very sketchy, and some of it is very dangerous, and some of it is pretty bad. Sometimes I think it is better not to do it at all than to give some bad advice.

Revaluing. Making a decision is not just a logical, rational process. It sounds that way, but there are a lot of emotional components in making a career decision. Parents have expectations. They want the kid to do better than they did. The kid has certain preferences. He may want to go to school where his girl friend is going. There are all kinds of emotional factors that come into this decision process. They should come in because they are all factors that need to be valued and weighed. The trouble is counselors sometimes forget or overlook the fact that there are emotional tensions and pressures on a student that you might say are not completely rational. I don't know about that; I think emotions are, in a way, rational too. A person wants what he wants for a darn good reason, and he may not want to admit what the real reasons are. But they are still very good reasons to him personally. Sometimes if he can talk about what those reasons are, it helps him to put them in perspective in relation to other things.

I guess what I am saying is to encourage a student to think about the values implied in making these choices, what they mean for him, and what his life style will be. This is an important process and should not be overlooked.

Now let us look at step seven in the wise decision-making process: Making the decision or tentatively selecting an alternative which is contingent upon new developments and new opportunities.

A client has to be able to actually focus on something that is his first choice. The client also has to realize it is simply a tentative decision; this is the thing that seems best to do now, and as he proceeds through this he has in mind other alternatives. He knows that new things might happen that will change his mind. He has to be prepared to revalue, to reconsider, and perhaps go through this entire process again if another opportunity appears. The final decision, of course, rests with the client alone. Often the final decision will be made when the counselor is not even present.

That final step is generalizing the decision-making process. What I have been emphasizing is that the basic purpose of counseling is that the client learns to make decisions wisely. It is not enough that he just come out of counseling with a decision. That is not our purpose. That is not the way you tell if your counseling is successful. The way you determine whether your counseling is successful is to find out whether the client has learned how to make decisions so that in the future when he is posed with new alternatives he would think: "Now let me see, how did I do that before? Could I do that again? Could I go through this process again?"

Excerpts from interview:

COUNSELOR: "You will be making many more decisions like this in the future, Jim."

CLIENT: "I hope I will be able to make the right ones."

COUNSELOR: "What have you learned from what we have done together that you might use in making future decisions?"

CLIENT: "Decision making is hard work."

COUNSELOR: "Yes, it is hard work! And some decisions may not be important enough for you in order to justify all of this effort."

CLIENT: "But I'm glad I did do all this work for this one decision. I feel it is the best decision I could have made out of all the alternatives."

COUNSELOR: "How would you describe the process that you used?"

CLIENT: "What do you mean?"

COUNSELOR: "Remember when you started to work on making this decision, what was the first thing you did?"

CLIENT: "First I didn't realize that I had to make a decision. I was just putting some words down on paper in order to collect my veterans benefits."

COUNSELOR: "So what did you do?"

CLIENT: "In talking with you, I discovered that I had a problem. I saw at first I had to decide on a sensible vocational goal and then the educational plans that would help me get there."

COUNSELOR: "Right! You told me exactly what your problem was, and we call this formulating the problem. In the future you could formulate the problem yourself. You could talk it over with a friend, or you could consult a counselor. Now that you see how it is done, maybe you won't need a counselor the next time."

CLIENT: "Well, I'm not so sure I can, but let's see what steps we have gone through. I had to think through what I wanted in life. Then I had to generate a whole list of alternatives. Then I had to seek some information about them. Then I found out some chances of success that I would have in going to various schools, and then I had to think of what I really wanted in life again. Then we made a tentative choice. I realize now that I have got to keep my eyes open and see whether I want to continue doing that, and if I do, I'm going to go through the same process again."

If the client talks this way, you get the impressions that he learned how to do this. In a sense you as a counselor are trying to put yourself out of a job. You are trying to teach the decision-making process so successfully that your clients won't need you anymore. I hope that doesn't frighten you. It shouldn't because that is what a real professional does. He tries to teach people how to help themselves. Individual counseling is probably not the most efficient way to accomplish this task. I think counselors need to work together as teams in large scale educational programs in addition to continuing individual and small group counseling. I think that is why administrators are important. That is why I am glad to see some administrators here. I think we need help in designing large scale programs to help youngsters learn how to do this. It is impossible for a counselor working one at a time with youngsters if they have 400, 600, or 800 youngsters that they are responsible for. You can go through this process like the counselor did with Jim, one at a time with every one of them. It is just too much to do in a year's time. There are ways in organizing groups and in preparing materials that make this process much more efficient and effective. If it is effective, people learn how to make decisions wisely, and they do not have to come to a counselor one at a time. We will be able to specialize, and some people will work in groups, and some will work with people one at a time. Some design preventative programs, others will be doing other kinds of things, such as designing new materials. The task ahead is to do whatever is necessary to accomplish the goals of counseling as efficiently and effectively as possible. Then when your seniors graduate from school and you go up and ask them what they are going to do, they will be saying things to you such as, "Well, I've tentatively decided that I'm going into plumbing, but if that doesn't work out I'm going to generate another list of alternatives, and I'm going to seek the possible consequences. I'm going to think through the values, and I'm going to make another tentative choice that I think will lead me where I want in life." That is the decision-making process, and that is how you know when you are successful.

Dr. John D. Krumboltz--Second Presentation

What is behavioral counseling? I have been watching a movie on television that many of you have seen many times. It's an old movie called The Wizard of Oz. Every time I see that movie I see something else in it. It is a remarkable story. Of course, I remember the first time I saw it. Did you know that Judy Garland and I are just about the same age, but she is not with us anymore. When I was young and saw Judy Garland for the first time, I fell in love with her. So every time The Wizard of Oz is on I watch that movie and renew all those old memories of a wonderful affair I had. Every time I see the movie I see something else in it. The last time was with my two girls. They like to watch this thing, too. All of a sudden it came to me that there is a connection between The Wizard of Oz and what a behavioral counselor does. I'm sure that you have never thought about this. I had been thinking about behavioral counseling for a long time, and I had never thought about it until I had seen this movie for about the twelfth time.

A behavioral counselor acts very similar to the Wizard of Oz. I want you to just remember what the story was. Remember when Dorothy got to the land of Oz? She ran into these three characters. The first character was a strawman. Do you remember what the strawman wanted? Right! He wanted a brain. The strawman wanted a brain. He felt he didn't have a brain. The second man called himself the tinman. Do you know what the tinman wanted? He wanted a heart because he felt he didn't have any compassion or kindness. He didn't have any feeling toward other people. The third character was the lion. Do you remember what the lion wanted? He wanted courage.

This is very much like group counseling. You have three people, each of them with a different goal. So Dorothy organizes them and takes them to the Wizard of Oz, who is the group counselor here.

Of course, you know the Wizard was just a terrible fake. You know that's another similarity. They went to the Wizard of Oz and presented their request. Do you remember what the Wizard asked them to do? This is part of the story that I had kind of forgotten. The Wizard would just not grant them their wish. The Wizard gave them an assignment, a homework assignment if you will! Except, they could not do it at home. He said, "If you do this, then you will get your wish." The assignment was to bring back the broom of the wicked witch of the West.

Now in order to accomplish this assignment and rescue Dorothy, who was to become a prisoner of the wicked witch of the West, they were to seize the broom of the witch and escape back to the Wizard. This was a very, very difficult task.

The interesting thing is that this took a great deal of planning and strategy to figure out a way to get into the castle grounds and outwit the guards. What they did was to outwit the guards, seize the guards' clothing, put their clothing on, and pretend they were the guards. Do you remember who thought up this ingenious strategy? The strawman who wanted to have the brain. He was the one who thought up this intricate strategy.

Do you remember who it actually was that lead the attack into the castle? It was the lion! The so-called cowardly lion who wanted to have courage. He was the one who went over the barricade and signaled the others to follow him.

Who was it that showed the most compassion and cried the most for the welfare of Dorothy? Obviously it was the tinman who wanted a heart.

So when, after a series of adventure, they eventually accomplished all these difficult tasks and returned to the Wizard, the Wizard in effect pointed out that each of them had already obtained what he wanted. In other words their actions provided them with what they needed. The Wizard then symbolized the accomplishments by presenting to each some symbol of their accomplishment.

To the strawman, he gave a diploma of the Th.D., Doctor of Thinking. He pinned a metal of honor on the lion's chest for bravery. He gave the tinman a heart-shaped box with a ticking clockward mechanism to symbolize the compassion that the tinman had already shown. This is somewhat similar to what a behavioral counselor does.

When a person wants to attain something, the counselor has to arrange an experience so that the person can achieve that. It is not something that can just be given a person to earn. What the counselor can do is to arrange a series of tasks that will enable a person to learn the skills that he wants. Just as the Wizard did, the only difference being that the Wizard assigned one extremely difficult task. The probability of failure was pretty hard for this task. A behavioral counselor would tend to arrange a series of easy graduated tasks so that success of one would encourage accomplishment of the next step, and etc.

One difference between the behavioral counselor and the Wizard is that a behavioral counselor doesn't make any mystery out of the process. Everything is open and above board. The process is clear, and the reinforcements that are given are known. There is no mystery about it at all.

Perhaps the next time you watch The Wizard of Oz you will think about behavioral counseling and how you might help people accomplish their heart's desire.

What I want to dwell on next is what I think the trends for the future are in counseling. Where we are going and what it is going to be like. The crystal ball gazing that I have done consist mainly of looking at what is happening right now that looks promising and encouraging. I am going to try to identify five major trends that will affect counselors in the future.

The first of these trends is going to be the trend toward more simulation activities in an effort to educate people about their problems.

I have already talked to you about job experience kits, and efforts in simulation that are being made there. Let me tell you why I think simulation is going to be more and more a part of the future. Part of it is because there is something intriguing about games. In a sense, if you want to think about it, you whole life is a big game. We are always sort of playing a game. We play for rather high stakes. Your career is a game. Your job is to do certain things, and if you do them a certain way you get certain pay offs, and if you goof up you are sent to jail. You don't get to pass go or anything. There is something exciting about playing games. In a sense you can say that the job of a vocational counselor is to help youngsters decide which games they are going to play in life. Now you don't have to play just one game. You can play a lot of different games; but to some extent the job of the counselor is to be like a physical education instructor. The instructor provides instructions in a lot of different games and lets the youngster decide for himself which one of these games would be the most fun to play and which is to have the most rewards. If you begin thinking about that, you will think, "Well suppose I really want the youngsters to enjoy games. How would I go about arranging things so that the youngsters would like to play some of these games in life?"

Let's take a similar example. Suppose that you wanted a youngster to enjoy playing a game of chess. Take a youngster that is six, seven, or eight years old, and you say it would be nice if he could learn how to enjoy chess. It is a fun game to play. How would I go about teaching him to play? How would I go about teaching him to enjoy it? Okay, what are some alternatives? You could approach it like a vocational counselor typically does. You might say, "We've got some pamphlets about playing chess that give you something about the history of the game, number of players, and etc. I'll give you these pamphlets, and you can read them. I think that will help you enjoy the game." Do you think that would work? You don't think that would help! That's funny because that is how we do it.

Then there is a second alternative. I'm going to arrange a lecture by a champion chess player. We will set up an annual game night. We will invite champions of different games to come in and give lectures about their sport. That will make them enjoy it. Right? You don't think that will work! Well, apparently that is what we think will work.

The third alternative is that we could invite our youngsters to attend a chess tournament and actually watch champion chess players at work. Do you think that will get him to enjoy the game? Not a six year old? You don't think that would do it! That is what we do. We organize tours and field trips to go out and watch other people do it. You do not think any of those things would work? I don't think so either! These things are all good, but you just know that they wouldn't work with a youngster.

What would you do if you wanted him to learn to enjoy chess? You would sit him down across from you over a chess board, and you would tell him what the idea was. You would say, "Alright, your job is to capture my king, and my job is to capture your king; so you have got to defend your king and try to capture my king." He will say, "How will I capture your king?" You explain that all you have got to do is to move one of your pieces into the square where the king is located, and then you have got him. "Oh! That sounds easy," the youngster says. "But how do I do that?" Then you explain the rules as to how the pieces move. Then you play a practice game and see how it actually goes. So you play a little practice game. Remember that you want him to enjoy the game. Who is going to win the first game? He is! It is very important that he win the first game. You don't want to beat him. Of course, you can beat him if you are teaching him the game. You want to encourage him, and so you arrange for him to win the first game even though you have to make all kinds of stupid blunders for him to eventually get one of his pieces in the square with your king. Then if this happens, I think perhaps you have got him to the first step of being hooked on the game.

This is the reason I think people eventually get involved in the variety of occupations they do. There are all kinds of chance occurrences that happen to people. Sometimes people find these chance occurrences are kind of fun, or enjoyable, or they pay off in certain ways. So they tend to do more of that, and pretty soon they find themselves engaged in occupations that do some similar things. I think that occupational interests develop and that people choose those things which make them feel good. Therefore, the counselor's job is to provide a variety of experiences for kids, so that they can find out what kind of things will make them feel good. When a kid doesn't know what kind of an occupation he wants to go into, the problem of indecision is a problem of lack of information. Not just lack of book information, but actual experience. The counselor has to try and encourage a kid to find out more; by talking to people, by engaging in simulation activities, by taking part-time jobs, and by engaging in any kind of different activity that will help him learn so that he can find out what he likes and what he enjoys. Help him go through this process of making a decision. That was actually the thought behind this whole job experience kit movement.

The job experience kits are available from the Science Research Association, 259 East Erie Street, Chicago, Illinois. I'm told that they sell a packet, which is a box of 20 kits, for 130 dollars. That is a lot of money, but each kit is a rather elaborate set. For example, the plumber's kit actually has pipe fittings that the youngsters have to put together.

The appliance serviceman's kit has an electric probe with a battery and a light, and they have to put the points of this probe on various points of a simulated appliance to test where the electric circuits are adequate and inadequate.

So some of these things are rather expensive kinds of parts. Anyway, it is also possible that if you don't want to buy the entire kit of 20, you could buy selected occupational kits. For instance, if you were interested in the accounting kits, you could order one of them or order 20 kits. I do not know what the price list is, but you could write to find out.

The book, Behavioral Counseling Cases and Techniques, is available from Holt, Rhinehart, and Winston, 383 Madison Avenue, New York City. I think this book, Behavioral Counseling Cases and Techniques, that Carl Thoresen and I co-edited, does present this philosophy of decision making.

I think there is going to be more and more efforts to simulate life experiences as closely as we can in the schools, rather than just making it reading books or watching other people do it. We are going to have to have more and more experiences where the youngsters actually engage in activities that are as similar as possible to the real life activities that we are hoping to prepare them for.

There is another kind of simulation activity that perhaps some of you are familiar with, called the "Life Career Game." Have any of you played that game or had youngsters play that game? Just a couple of you have. The "Life Career Game" is an interesting group activity, but essentially it is a way of helping a youngster realize that every hour of his time counts toward something or other. The game is played for satisfaction points. There are competing kinds of satisfaction, and the decisions that the youngsters make has to do with how they spend their time each day. They can spend their time studying or at an athletic activity or working. If they can highly plan their days, there are different probabilities of certain things happening. There are also what are called unplanned event cards that have to be drawn from time to time. You know, sometimes a youngster draws an unplanned event card and reads, "you are pregnant", or something like that. This has an effect on what they do next. What they are doing is working out about 10 years of their life and seeing what happens to them as a result of this game. It is somewhat realistic in the sense that there are unplanned events in real life influencing one. The important thing, however, is that the decisions that you make from day to day influence the things that happen to you in the long run. Sometimes a youngster does not realize that until after they have played this game.

To the best of my knowledge, there are two versions of this game on the market. I don't have any vested interest in it at all, but I happen to know where you can get the best possible price. It is not advertised because they cannot advertise, but Barbara Burnharst developed a version of this game. It is published by the Palo Alto Unified School District in Palo Alto, California. If you were to write to the Instructional Material Center, Palo Alto Unified School District, 25 Churchill Street, Palo Alto, California, 94306, and send them six dollars, they would send you a copy of this kit which includes all the instructions, cards, and materials. The school district printed this up, and that is just the cost of the materials. It does not include any profit for anybody. Another version is available from the Western Publishing Company which is not nearly as complete and costs 35 dollars. You might enjoy seeing the kit from Palo Alto and having some youngsters play it. They have instructions for the counselor and how to set it up. It is best done as a group activity because of the fun in the game, and the real learning is to put the kids in teams. What they do is to plan the life of a fictitious person, except the fictitious person is not a fictitious person at all. It is a real person, and they change the names. They plan the life of that person from day to day, and they have to discuss how he or she should spend their time for the next month or so. The decisions that they make influence what happens, etc. That is another kind of simulation activity, simulating the game of life. I think that has a great deal of future potential for education people about careers and about other satisfactions in life. A career is only one part of a life. There are many other important satisfactions for the family and leisure time activities that are also important. The choice of a career sometimes affect the other kinds of satisfactions that you are able to enjoy.

Second of the major trends that I see developing is the use of computers as aids. I'm on the advisory board of an operation known as SIGI, which the ETS is developing. It is an attempt to teach the decision-making process by computer. SIGI stands for Systems for Interactive Guidance Information, or something to that effect. Anyway, it is still in the developmental stage. I have seen some prototype operations of this on the computer, and it is possible for a person to sit at this console and interact with the computer where problems and questions are posed, and the students indicate certain kinds of choices. The computer then prints out answers, and then there is also a screen where slides can be flashed up. Rather an elaborate device, but it is supposed to be available when it is finally developed at a cost of something like two dollars per student's hour use on the device which might make it within reason. I don't think a device like this is going to replace counselors, but I do think it can be quite a big help to counselors to remove some of the routine chores.

Another use of computers that I have seen and perhaps you have seen, is being marketed by an outfit called The Interactive Learning Systems. Have you seen demonstrations of this as a way of presenting college choices to youngsters? It has been about a year and a half since I have seen a demonstration. If you want more information about them, you could write to Interactive Learning Systems, 1616 Soldierfield Road, Boston, Massachusetts, 02135.

The device looks like a large electric typewriter. You can just set it up anywhere and put a telephone, just an ordinary office telephone, into the cradle on this thing and dial certain numbers which connects the device to a computer in Boston. The telephone actually connects the youngsters to the computer. The purpose is to help a youngster pick a college that meets his requirements. Before sitting down with the computer, the youngster fills out a form which lists some possible issues that he needs to be concerned with. For example, what kind of programs of study is he interested in that might lead him to a bachelors degree. He would check some possible occupations that he might be interested in; for example, journalism, music, geography, health professions, home economics, philosophy, physical sciences, psychology, black studies, and etc., all different kinds of possibilities that he might be interested in. Whatever ones he is interested in he can check. Then he can indicate what kind of a course he is interested in for programs that don't require a bachelors degree. He can check some of them, such as design or drafting, aircraft maintenance, graphic arts, general business, etc.

Then he might have some requirements about location: what part of the country, how close to a major city, what size of student body, what kind of control of the institution (federal, state, or local), and whether it is a religious group, etc. What kind of prerequisites would be important to him? What kind of admission requirements does the school have that he would meet? What is the application deadline? How much does it cost? What kind of financial aid would he need? What kind of accreditation does the institution have? What special programs do they have? What characteristics of the campus life are important to him? Residential facilities, freshmen required to live on campus, fraternity housing facilities, or any of these things which are important he can check. How about characteristics of the student body? The average freshman verbal SAT score less than 400? There are hundreds of possible requirements that he can either check as important or not. Then the computer prints back the number of colleges out of about 2,300 in the country that meet the requirement. As soon as he gets a list of institutions down to less than 25, he can then push P on the typewriter, and then the computer will print out the list of colleges that meet all of his requirements. He can change his mind any time. He can say delete the requirement that the school be coeducational. Now how many schools meet my requirement? Then he will have a new list available. This is intriguing, as he can also add a new restriction and have a new list printed out to see how many institutions meet his expectations. It is possible for a counselor to do.

I know in my experience in counseling high school students for college, I came up with all kinds of questions that no human being would be expected to answer. Would you please give me the name of a college on the west coast that has a major in such and such and has a student body of less than a thousand and is located in a rural area. To find that out is quite a job, but you could have some sort of way to do this, and the computer is not the only way because there are catalogues available. To take this out of the counselors' hands and to have a machine do it quickly, simply, and relatively inexpensive is going to be a big help in the future.

A third major trend is there is more emphasis on national programs in guidance, in terms of preparing materials, designing, comprehensive guidance programs, and etc. Then there is going to be more help available on the national level. I know of a couple of plans that are in development, and you probably know about some others. Westinghouse Learning Corporation is developing something called Project Plan which has a guidance component to it designed to teach decision making wisely--also to teach people how to solve certain kinds of personal, emotional problems. These materials are still in the developmental stage, but they will be available eventually.

I think eventually school districts are going to be asked to make decisions about whether they want to purchase this whole package of services and materials for their students. You as counselors will probably be in on the decision as to whether you think these materials are good for your youngsters or not.

Another major program, the College Entrance Examination Board, has developed a program they call EGIS. It stands for Educational Guidance Information System. I've just recently been asked to serve on the advisory board. It looks like an elaborate program to collect information and to summarize it. I have certain reservations about the adequacy of the program, but I know it is basically well-motivated. I think it is going to develop into a very useful tool. I think at the present time they have too much data collection and not enough constructive feedback. That is one of the things that is going to be worked out in the future. The point is that they will eventually have available some systems helping you collect data about youngsters at one time that will be useful in identifying their problems and helping youngsters to take steps to solve them.

This same program has also developed some decision-making units for the junior high school level to teach seventh, eighth, and ninth graders how to make decisions wisely. So if you are not familiar with this, you can write the College Board at 888 Seventh Avenue, New York City, and ask them for information about their decision-making program for guidance.

A fourth trend is the trend toward developing prevention programs. For a long time counselors had been trouble shooters. There is a story about three fishermen who are sitting on the edge on the bank of the river fishing. They see a bunch of youngsters struggling out in the middle of the river. It looks like they might drown. One fisherman says, "I'll save them." So he jumps into the river and swims out to them. The second fisherman said, "I'm going to go downstream to the narrows, and I'll fish them out when the get down there." The third fisherman said, "I'm going to head up the stream and see who is chucking those kids into the river."

What I am suggesting is that perhaps there are going to be more of us counselors heading upstream to see who is chucking those kids into the river. So I think that prevention activities are going to be more and more important.

Our grading system is something that I think chucks a lot of our kids into the river. Because of necessity, it requires about half of our youngsters to get below average grades. Therefore, it discourages many youngsters from wanting to learn because many youngsters are forced into competition where they cannot succeed. There is no way for them to really feel successful when the grading system pits them against other youngsters who had a head start. Even if they make progress, they won't get ahead of them. We need to have more ways of encouraging a youngster, to put our brains to work, to devise the grading system that will encourage a youngster for making progress, and not for doing better than their buddy next door. That is not so hard to do. We started a system like this at Stanford in our counselor education program. We figured we ought to try and be a model of what we are talking about.

What we are saying is to be a good counselor, there are certain things you need to be able to do. We can tell whether you do them or not, and you can tell whether or not you do them. You will know when you can do it. When you do it, then that is great, that is good, and we give you a plus mark or whatever symbol we have agreed to use. We can give them an 'A' if we wanted to. When you do it and you do it well, then you have passed. If you try and don't succeed, then we will help you try again. There is no penalty for failure. Very seldom does someone succeed the first time that they try something. It is normal to fail a few times. No problem at all. We will give you some feedback and help you try again until you are successful. When you are successful, then you get your grade.

The effect on students of this system is really quite remarkable because they don't feel the competition. In fact, they help each other learn how to master these confidences. This is what we want. We want to encourage co-operative activity, not competitive activity. Under the competitive grading system, it is better if you don't help your buddy because if he does poorly then you look better by comparison.

This approach of stressing accomplishments rather than time spent in activity can be applied to counselors' reports. Just think to yourself about the past year, and here it is almost the end of the school year. Suppose you were going to write a report on what you had accomplished this year. Not how you spent your time, but what did you accomplish. Can you think of any youngsters that you have really helped? Are there any? Maybe one or two youngsters that you have really helped! Maybe even 50 or 60--I don't know. I'm just asking are there some good things that you feel you have done. Some things that you really feel good about and proud about. Those are the things that ought to be in your annual report. Not how much time you spent doing various things.

The way I see it, your job is to produce good results with kids. To help kids solve their problems, learn how to make decisions wisely, and learn how to prevent certain kinds of problems from arising in the first place. When we begin to accomplish things like that, then we are doing our job, then we earn our salary, and I think our kids will be the beneficiaries.

The theme of this particular conference is TEAMWORK. It doesn't really matter who gets the credit. When something good happens, the credit can be shared infinitely. When something bad happens, we perhaps all want to forget about it. If something good happens to a youngster and you had some part in it, maybe you didn't do it, maybe all you did was to call the problem to the attention of the parents. Then the parents did something about it; but if you had not called the problem to the attention of the parents, maybe nothing would have been done. Things would have gone from bad to worse. I do think you had a part in a desirable outcome, acknowledge that it was only a part, but you are part of a team with other counselors, with teachers, with administrators, with parents, and with youngsters themselves. When something good happens, you claim your little bit of credit.

Panel Discussion

Panel:
Dr. John D. Krumboltz
Dr. Harry Ward -- Sam Houston State University
Mr. Hampton Anderson -- Lubbock Schools
Mr. Ben Teague -- Texas Education Agency
Dr. Robert R. Reilley -- Texas A&M University

QUESTION: I picked up about three ideas that I think the group would be glad to hear you respond to. More specifically, the fact that people change jobs. It is a rare individual who has a job for a career. We felt like probably you would want to mention this and mention it particularly as it pertains to these alternative approaches that you mentioned.

ANSWER: I think that is the reason why we ought to be emphasizing helping youngsters to learn the decision-making process, rather than trying to help them make a decision about their career. They are going to be making a series of choices. A person doesn't enter a career and stay in it the rest of his life anymore. There are often a number of choice points a person reaches and if he knows how to go through a process of considering alternatives, and if he knows the right kinds of questions to ask, and if he knows what his own value structure is, then he is prepared to be an independent decision maker. He doesn't have to rely on a counselor every time an important decision comes up.

QUESTION: Your remarks were directed almost exclusively to counselors and people who had the counseling assignment; but the idea was expressed that there may need to be an institution-wide concern about this decision making, particularly as it relates to careers. I think the group would probably be interested in hearing you give some "hands and feet" types of operations that a school, or an institution as a whole, might be active in helping youngsters to prepare for this decision making.

ANSWER: Well, I'm not sure what "hands and feet" are here. I assume you mean some concrete steps, some concrete actions that might be taken. Yes, I think the process of learning to make a decision is not something that waits until half way through the twelfth grade, and then all of a sudden we get concerned about it. It is something that is involved long before that in elementary school, in junior high school, and I think it would be too much to try to outline all the different kinds of programs that schools have inaugurated; but courses in occupations and careers are frequent. I think the trouble is frequently, though, that some of these courses try to teach a lot of facts about a lot of different occupations. It is very easy to get bored just learning a bunch of facts about occupations. I think what I would do if I have the responsibility is try to get the rest of the staff involved in the process. The teachers and I would try to find out what the choice points are that our youngsters have to make. What are the big decisions they have to make in our school as far as choice of a curriculum? The choice of a curriculum is related to the choice of an occupation.

So, every time there is a concrete choice to be made in a school, it would be a good time to help the youngsters go through the process; to go through the process in relation to a decision that is important to them now. They would learn the process then and have a chance to review it again and again at every major choice point. The idea of all this is not that counselors spend their time doing this with every youngster. The important thing is as a result of intelligent comprehensive programs in the school, every youngster by the time he gets through has made a number of decisions wisely and has learned the process wisely. When he leaves school, he is an independent decision maker.

QUESTION: In our group this morning, I kept noticing one issue that cropped up was one of attitudes. You know, actually counseling started with vocational counseling. This is where it began, and somewhere along the way we as counselors advocated and began to emphasize more academic counseling. We slipped away from vocational counseling. Some perhaps went into personal and psychological counseling. Then, on in the future with the coming of Sputnik and NDEA, there was quite a push toward academic counseling. Now we do academic counseling primarily. We have not involved all the students but have mainly emphasized the college bound. But we are now having a reversal of this. I don't think we should swing too far either way, but it is a good idea that we are made aware of the situation.

Some of the ones in my group this morning were raising the question about attitudes. We have noted parents, and the community at large, with the attitude that vocational students are somehow not quite as good as students who are going to college. I find even sometimes in talking to my colleagues that they are very broad minded about students going into a vocational program as long as it isn't their kids. Now some of you raised this question in our group: What can we do to change these attitudes? I see one very basic problem is attitudes--the attitudes of the parents, the attitudes of the students, and perhaps very basically the attitudes of the counselors. Now I'm talking not just to the counselor but the whole team in the school. Do any of you have any suggestions or have you tried techniques, reinforcement procedures, or anything? What can you do about this?

ANSWER: I seem to recall there is a statistic something like 22% of our student force would be needed as a college graduate by 1980. I don't know whether it is that much or not.

COMMENT: Give this information out to the public, so they can digest it, and to the parents who have children in elementary schools. They will accept the fact that not all, not everybody, is going to go to college. We should design the program to accommodate the majority of the people who are not going to college.

COMMENT: I think one thing we can do here as vocational counselors is to improve our vocational programs to the degree that they will speak for themselves. I think a lot of the ideas came from back in the beginning when we had the lower ability students--they did not perform. They went out on the job, did a poor job, and this gave vocational education a black eye. When we improve our program consistently and turn out students that can do a good job, and they do perform in industry, then this will start speaking for itself.

COMMENT: I like that answer. I think although I am not a great fan of Nixon, he said something the other day that I liked. He said that every job in our society is valuable and worthwhile.

I think part of it is the way in which we talk about various occupations. If we talk about jobs and the fact that any job can be done well or done poorly, we have helped the situation. In other words, if a person goes into an auto mechanics training program, then he learns to be the best darn auto mechanic that he can possibly be. If a person goes into anything, no matter what the occupation is, if he goes into college he learns to be whatever he studies and to be the best of that. If he becomes a physician, he becomes the best physician that he can possibly learn how to be.

We try to teach each person to take pride in doing his own job as well as he can do it. I think that is perhaps the most constructive thing. I think there is always going to be some sort of a picking order between occupations. Parents are always going to think, "Well it is better to be a banker than to be a plumber." I don't know why, because plumbers make more money than bankers do. Still there is prestige involved there.

I think just working to take pride in a job well done and talking about jobs in that way is perhaps our best tool. Also, of course, some public relation activities such as the ones you have been talking about are excellent tools.

QUESTION: What is the optimum age to enter the vocational program?

COMMENT: Ben Teague knows all about vocational programs. He will answer that question for you.

ANSWER: There is none to my knowledge. We have not only in-school programs, but we have programs for out-of-school youth and adults. For the in-school programs to be an eligible student for anything, you must not be 21 prior to September 1.

COMMENT: I think maybe I will take advantage of being good and far from home and mention some of my own experiences in terms of vocational courses. Of course, we all have very brilliant children, so no problem there. You know what happens when they go to the counselor and say, "I would like to take machine shop." "Boy, you can't take that. You are too smart for that." Someone has mentioned that the world wouldn't really be such a terrible place if we had a lot of smart machinists or a lot of smart plumbers. It won't be the worst thing to happen. So, perhaps some of our own stereotypes in terms of what kind of students go into what type of programs might be standing in the way.

QUESTION: There was one thing that some members in our group were concerned about, and I am concerned about it too, and that is testing. How far do we go with testing? How far do we use these tests scores? As you know, we have had problems in test results particularly among the Mexican-Americans because of the language barrier. There is a feeling of unfairness, and it is unfair to them.

Dr. Krumboltz: Test scores are really a problem. Aren't they? Imagine if we were living in Turkey and we wanted to go to school in Turkey and we wanted to study something to learn how to make a living over there. They gave us a test in Turkish and asked us to see how we could score on it. We would just all end up on the bottom of the list because we didn't know the language. We would all say it's not fair. You know I can learn--I'm not dumb. I can learn, but I'm just not as familiar with this language as you are. We would protest to the high heavens about this terrible testing procedure.

I think this is what is happening to a lot of Mexican-Americans, American Indians, and blacks who happen to have grown up in a culture where the middle class language was not used in the same way that many of us have had it used for us. Since the test tends to be made by middle class people, based on middle class content, middle class people tend to do better.

So we have to find other ways to make decisions about who gets into what kind of programs. I think we need to make it on the basis as to what is good for the youngsters. I am so skeptical about aptitude tests, for example. I do not know whether any of you are using aptitude tests. I won't even ask you. When I was a high school counselor, I did quite a bit of work with a DAT, and the more I worked with it the more skeptical, flustered, and discouraged I became because I think probably we did more harm than good by trying to use these tests. I've also used the GATBY with people. Some of these tests are deceptively attractive, particularly the GATBY which will let you know, if a certain pattern of scores comes out, there is a certain number of occupations that a person is eligible for. This is awfully dangerous because they don't present the overlap or the number of false hits and false misses that are given in this kind of information. There are a lot of people that can succeed on a job that cannot necessarily succeed in getting a certain score on a test. I'm really concerned about it. I guess what I would ideally like to see would be to have more opportunities for people to try different occupations and different experiences so they can do things they like. It does not necessarily have to be done for a vocation.

For example, automobile mechanics, why does it have to be only for people who are not college prepared. I wish I knew how to do some mechanical work on my automobile. I do not know anything about it, but I sure wish I did. I wish it would have been possible for me to take a course in auto mechanics just for my own personal satisfaction. The same thing is true for a lot of other things. I might have liked to take a course in cooking, but it was never really considered as an option. I have never even considered this an alternative to take a course in cooking. That was for girls, but now that women's lib is on the march, maybe we will get some justice, and us men will have a chance to have some equality!

Somehow, those of you who are administrators and counselors, we talk about having a team. Well, a team gets together and says now what do we need in our school? How can we make more opportunities for people with different interests? Different levels of entering ability? How can we provide a bigger spread on the buffet, a bigger list on the menu, and try to avoid situations where you have got two or even three people that want to go into a program and you can only take one. The reason that happens is because there is not enough money given to build up the program that people want to take. Well now, a good team approach would be to say this is what we need! This is what we want! This is what we think would be good for people! Let us campaign to get the school board to appropriate enough money that we can set up the kind of things that we need. That would be taking a bigger look at the picture and not just simply letting the givens, the present givens, be the perpetual givens.

COMMENT: Speaking of the Latin American kiddos, we just screened some students for electronic data processing. There were four students the teachers said should not be in the program. There were three Latin Americans and one Negro. We pulled the permanent records on those students. We found they almost had perfect attendance. They were making straight 'A's in all regular classes and in everything, but on their standardized test scores they were below the cut off. The IBM people say that there is not a way that these people are going to succeed in data processing. We convinced those teachers that these four people should be in data processing, thanks to other factors other than standardized test scores.

ANSWER: You should be congratulated on that kind of an effort. I think that is the kind of a thing that we need people in the schools for. We need counselors and administrators who are working for the kids, rather than finding ways of weeding them out. Maybe instead of saying that one-third of the kids are misfits in our school, we ought to say that the school is a misfit for at least one-third of the kids. Therefore, we ought to do something about the school to provide programs, a wider variety of programs so that more kids can experience success.

When you say, for example, a youngster has a low self-image of himself and he frequently skips school--talking about it this way sort of puts the burden on the youngster. You know that the youngster has generated a bad image about himself. But why does a youngster have this bad image about himself?

The reason is that people have probably been putting him down for years and years, and teachers have been putting him down. He has been getting D's and F's and nasty comments on everything he does, probably for years. You cannot receive treatment like that over a long period of years and continue to think of yourself as a worthwhile, confident individual. We need to find ways to help people be successful in school. That does not mean everyone can be at the top of the class.

Here we had a good example of how the structure of the school itself contributes to the downfall of the youngsters. One of the ways is the grading system. As long as we compare youngsters with each other, there is always going to be some better than others. That is inevitable. So if we give grades on that basis, then we are always going to have some kids at the bottom who are always going to be failures, and there are always going to be kids at the top and they are always going to be successful. So at least half the kids are going to be below average or failures in their own eyes. We need to have a system so that every youngster is rewarded when he improves over what he did yesterday. He can still be the very worst one in the class, but if he learned something today that he did not know yesterday he deserves a reward for that. He deserves an 'A' for having learned something. Be golly, he learned it and he deserves some recognition, and maybe it took him five times as long to learn it as somebody else, but that is beside the point. He learned it!

Chapter 6

A Model for American Education

John R. Guemple

INTRODUCTION

Public education in the United States is faced with the greatest crisis in its history. It is being asked to assist the young people to prepare for the future with relatively little information on what the possible potential futures might be. In this crisis, we are faced with many compounded problems. Now, so the record is straight, let me give you some positive factors.

POSITIVE FACTORS

- This is the first country in the history of the world that has designed a system as an instrument of society which touches all families, all young people, with a specific view to educate them for their future role in that society.
- This is the only country in the history of the world with a system like this, public education, which has not with intent used the system for indoctrination of political beliefs, but for the purpose of enlightenment and the preparation of a free citizenry which, to some extent, determines its own future.
- The United States is the only nation ever known which has allowed wide latitude of personal choice in career decisions which has encouraged the individual to think independently and has guaranteed public education through the twelfth grade at public expense.
- The educational system has been a key factor in our form of government, the development of a continent, and the creation of the most affluent society ever known.

- This nation's free public schools have supplied scientists, managers, intellectuals, teachers, technicians, and skilled workmen who have not been educated to be servants of the state, but have largely been self-determinists.

NEGATIVE FACTORS

- Government has begun to look upon education and its escalating costs which are mostly due to improved professional standards and technology as a large expenditure item in local, state, and national budgets. On the other hand, economists have always considered education to be an investment in the future productivity of a people, a family, or an individual. Frankly, the question Government must answer is, "Are we an expenditure or an investment?"
- Young people have begun to question the value system and ethical standards of the adults who are responsible for designing and carrying out the educational programs supposedly designed to benefit the young. While many national leaders have not viewed campus disorders and dissent in complimentary terms, some of the things the young people are saying make sense.
    - We are facing in our classrooms the first generation of Americans who have seen played out for them in their living rooms the happy dreams of the great American ideal in television cartoons and family comedy situations. When they turn their eyes from the television set and look at their families and the world around them, they do not see society as a realistic representation of the ideals and dreams they have been watching.
    - They go to school and the textbooks that are used are frequently based on pre-television,

pre-World War II concepts which are unsatisfying and unfulfilling to them.

.. They are introduced on television, news media, and in school to a limited war in which they are asked to serve with the same beliefs and attitudes as did our generation in a worldwide hyperbolic conflict.

.. They are faced with a national ethic that appears to place more emphasis on a higher gross national product, without regard to the by-product of disproportionate distribution, soulless urbanization, mindless standardization, environmental pollution, and in some cases, public apathy and dereliction which tarnish the high ideals which are this nation's greatest heritage.

.. They have not only seen violence and death with their own eyes, but they have seen the reruns.

.. They have drawn from all this the conclusion that economic and social injustice is cause for rioting, or at least a sense of dissatisfaction and mental revolt.

Fortune Magazine's editor, Louis Banks, recently put this very succinctly, "The new generation sees the future...so foreclosed that they have become the first generation in American history to graduate into adult life without optimism."

Some of the things that are being said about education by young people about their isolation in schools from the community at large are not totally true. Many of the educational programs, especially cooperative occupational programs where the student has a part-time job as part of his educational experience, assist him in relating to the real adult world. Teachers have to tell it like it is, and the students certainly experience it like it is. It would be better if all of the educational experiences of the school could reach out and embrace the total resources of the community and home in the educational process.

Perhaps that is where we should be--utilizing the total community and the home as part of the relevant education of our young people.

WHAT SHOULD THE SCHOOL BE?

Let us turn now to a conceptual model of what the teaching and learning environment might become in ten or twenty years. As we learn more about how learning occurs and the application of technology to that process, the schools will begin to dissolve their interior walls and students will flow from one learning experience to another, rather than pass from classroom to classroom. This will occur even in the early elementary years. Students will become physically as well as intellectually engaged in learning, with role playing and game techniques.

PRIMARY SYSTEMS

This school, to perform its functions in the future, will need two primary and one secondary systems. Briefly, the primary systems would be concentrated on the teaching-learning processes, and the secondary system on support of the primary systems.

- In a new kind of environment, the teacher will be much less an authority figure and teacher in the vocational or traditional sense of the word. While this may seem a threat to some, look what the teacher would become. She would become a creative leader of the learning process, a change agent, a resource person, a professional in the true sense of having at her command technical and human resources with which to direct, encourage, and reinforce learning.
- In order for the teacher to function adequately, a whole new range of supportive services will be needed for the teaching and learning process.

Materials and various media should be as easily available to her in the classroom as they are now in some of our largest industries. By the simple pushing of a button, she should be able to change from film to color video tape or to audio (only) presentations. There could be learning stations with various film and video tape loops available so that prescriptive learning that might be different for each child occurring.

A second primary system focuses on the individual students from the standpoint of relieving, diminishing, or treating the problems which interfere with the learning process or cause the student to have difficulty. This concept dramatically changes services provided directly to students, other than teaching.

- We are used to thinking of a counselor as being all things to all people. The range of services are expected to expand tremendously, not only in support of the teacher, but in support of the child in the learning process. Early identification of learning disabilities, hearing, speech, and visual problems will be absolutely necessary so the teacher can function appropriately and the student can learn.
- Rather than thinking in terms of counselors, we should be thinking of pupil services which might include student and parental counseling, the community out-reach program which has as its closest parallel now the visiting teacher, various health and medical services which would include at least, but not only, dental services, the school nurse, medical and psychiatric services, counseling with the entire family on the nutritional and dietary needs of the students.
- Guidance programs which reach out to embrace the whole range of community relationships which affect

the home, the school, and the learning process directly or indirectly become an important ingredient of the whole.

SECONDARY SYSTEM

Now that I have described the two primary systems--one focused on the teaching-learning process and the other focused on individual student services--there remains the secondary system which is more difficult to describe in general terms. This other system includes management of the physical, human, and monetary resources which will be necessary to support the primary systems which are the real function of the school. By definition, it is a support role and a management role, which means that many of the functions now carried out by school administrations--principals, superintendents, school boards--will change and become less authoritarian and delimiting and will become flexible enough to allow creative change in the learning process. I think we can also see the school as a system or systems which support and direct learning, rather than physical plant, budgets, and facilities.

CONCLUSION

How do we get to where we need to be from where we are? Before discussing this question, may I first remind you of the distance already covered. We have come a long way from the little red school house with, in many instances, one teacher and all grade levels. We have come a long way from the teacher as a lecturer or presenter who was the founder of all knowledge for students who had no books or other materials and resources, only a tablet or slate. The present system of education compared to that model of an educational system of the not too distant past is dramatically different.

How do we get to where we ought to be in ten or twenty years? I think there are specific roles played by all organizations, groups, and institutions.

- One of the specific roles will be in the changes of professional preparation programs which take into account modern business methods and technologies.
- "Methods of teaching by objective," that is, determining desirable behavioral change, setting an objective and the educational process which causes the objective to be achieved, and then measuring the achievement against the objective.
- I think the role of the community will grow so that the community at large will become a learning resource.
- Every youngster should graduate from a public school system with a knowledge of economy, how it functions, some experience in a part-time job in the shop or laboratory which would contribute, not only to his educational growth, but his ability to perform in the economy as an earner in whatever career he chooses.

I think, however, that the major gain will only be achieved in a clarification and redefinition of the role of public education as the institutionalization of the teaching-learning function of the society itself. Institutionalization in this sense means an organizational structure, and not necessarily a building.

As an example of the dramatic changes on the horizon, I recently heard an announcement by a major corporation of a portable, inexpensive, microfiche reader and a library. This library would look pretty much like a card catalog except every 3 x 5 card will be a book, cross-indexed and coded in a thirty drawer filing cabinet. Most of the books in literature and the sciences that are being used in school and public libraries will be available. It would be possible for a teacher to have one drawer with 250-300 books in her classroom. Each "card-book" would contain as much as 1,000 pages which the student could take home and read at his leisure or which could be used in many other ways as a resource in the learning process. This is one example of a small change which could affect how people learn, how teachers teach, and how teachers are prepared to teach. There are many such examples.

The main point I wish to make is, when looking at an educational system, you need to be aware of the entire system. When one change is introduced, it must affect the whole system or dislocate many parts. We are facing a period of dramatic change. We must not only be aware of the changes, but be in step in changing ourselves.

Chapter 7

Profiles in Leadership

At a time when most educators were busily trying to put the finishing touches to another academic year, a group of Texas educators were presented with the rare opportunity for interaction with several of the nation's leading proponents of vocational education and guidance. Each of the speakers for the Vocational Guidance Conferences was uniquely qualified to address himself to the Conference theme of "Vocational Guidance in the '70's." Each speaker brought not only his professional expertise but also his personal background from which the participants were able to gain a better understanding of the present status of vocational guidance as well as a feeling for its future.

Before relating the background of each of the writers individually, several general observations should be made. First, as a participant in all four conferences it was obvious to this writer that each of the speakers brought with him a deeply-held conviction that the young people of Texas, as well as youngsters throughout the nation, deserve the best educational opportunities that intelligent men can envision and provide. This belief does not mean that all youngsters should pursue a college degree and the usual pre-college preparatory curriculum. It does mean that each student should be able to obtain the education, within the bounds of his capabilities, necessary to adequately prepare him for his chosen career, whether a college degree program or technical-vocational program. Also indicated by the above conviction is the necessity for professionals who will help the student understand himself--his interests, aptitudes, abilities, goals, etc.--well enough to make wise decisions concerning his future.

A second characteristic demonstrated by each of the speakers was an intense devotion to youth as illustrated by the ever present enthusiasm for improving the help available to youngsters during the career choice process. Each speaker was willing to give of himself to assist the conference participants gain a better understanding of vocational guidance. The coffee break for many participants was often devoted to a personal conversation with the speaker in which some previously mentioned point was supplemented or clarified.

A third general observation by this writer is that each speaker in his own way indicated vocational guidance is not the duty of one particular professional but to be adequately accomplished must involve a team approach. Administrators, supervisors, teachers, and counselors must work together in a concentrated effort to help students with what Dr. Hoyt calls the "vocational aspects of guidance." It was encouraging to hear of the teamwork already in operation in Texas among the public school administrators, vocational directors, vocational counselors, and "regular" counselors.

Now let us turn from generalities to specifics. Following, presented in alphabetical order, are brief biographical sketches of each of the major speakers for the Vocational Guidance Conferences.

CHRISTOPHER A. BORMAN, Vocational Guidance Conference co-director, is presently Assistant Professor of Educational Psychology at Texas A&M University in College Station. Borman has been involved in the Vocational Counselor Institute since his arrival at Texas A&M in 1970--first as teacher and later as co-director. His background uniquely qualifies him to help prepare vocational counselors.

Borman was born in 1934 in Gary, Indiana, where he attended public schools. He successfully pursued a B.S. degree in social studies from Indiana University. While in high school and college, Borman worked during the summers as a laborer and truck driver for the City of Gary. After completion of his undergraduate degree in 1956, he spent two years in the United States Army as an artillery officer with the rank of lieutenant. In 1958, he began his teaching career at Smithville School in Smithville, Indiana, as a mathematics and social studies teacher. In 1959, Borman moved to Technical Vocational High School in Hammond, Indiana, where he taught mathematics for six years. Northwestern University in Evanston, Illinois, in 1963 awarded him an M.A. in Education which was completed as a part-time student. During the 1965-66 school year, he began serving as a full-time counselor at Technical Vocational High School. The Hammond school system granted him a sabbatical leave for the 1967-68 school year to work on a doctorate in counseling and guidance at Indiana University. He returned to Technical Vocational High School to serve as counselor for two more years until completion of his Ed.D. degree in 1970.

Upon completion of his doctorate, Borman assumed his present position as Assistant Professor in the College of Education at Texas A&M. Since his arrival Borman has been very active in the area of vocational guidance. As co-director of the Vocational Guidance Conferences and instructor of several off-campus courses in vocational guidance, he is rapidly being recognized as a state leader in the preparation of vocational counselors. He has also studied the use of reinforcement techniques in vocational counseling, an effort which began with his doctoral dissertation research. A portion of his dissertation research was reported by Borman in a program with R. R. Reilley and J. E. Richardson at the 1970 convention of the Texas Personnel and Guidance Association entitled "The Vocational Counselor." Borman and Reilley edited a book, Readings in Vocational Guidance, which also contains an article by the former, "The Effectiveness of Educational and Vocational Counseling." He also has articles being considered for publication at the present time by The School Counselor, Journal of Vocational Behavior, and American Vocational Journal.

As one can readily see, in the one year since receiving his doctorate, Borman has been extremely active in vocational guidance and counseling.

JOHN R. GUEMPLE, Associate Commissioner for Occupational Education and Technology in the Texas Education Agency, Austin, Texas, represents occupational and technical education not only in Texas but nationwide. Guemple is the statewide coordinator of 218 professional and supportive staff members as they work to operate and improve the department's instructional programs which involve 8,000 teachers and one-half million youth and adults as students.

Guemple was born in 1929 and reared in Kansas City, Missouri. In 1947 he graduated from Paseo High School in Kansas City. He began his vocational career at the age of 12 as a bus boy at Blue Hill Barbeque, now the Black Angus, in Kansas City. At that time he worked evenings and weekends only. Receiving promotions and training over the ten-year span from 1941 until 1952, when employment terminated Guemple was assistant chef working 40 hours per week.

During the last two years of his employment at Blue Hills Barbeque, Guemple began his college education at William Jewell College, a small Baptist school, in Liberty, Missouri. He later transferred and graduated from Northwest Missouri State College in Maryville with majors in social science and history. The next two years were spent at Southwestern Baptist Theological Seminary in Fort Worth, Texas, in post-graduate study in religious education. The time he spent during his college and seminary years as a minister in various rural churches in Missouri and Texas helped prepare him for the extensive public speaking obligations that he now fulfills. His formal education was completed in 1964 with his M.A. degree in history from Baylor University in Waco, Texas.

While a student at Southwestern Baptist Theological Seminary, Guemple held two jobs. He was director of religious education for George W. Truett Memorial Baptist Chapel in Dallas and also worked in direct cost accounting at Chance-Vought Aircraft Company, also in Dallas. Upon completion of study at Southwestern Guemple became administrative assistant to the Director of the Evening Division of Baylor University.

This position proved to be excellent experience in the administration of an educational operation--a talent in active use today.

From Baylor Guemple went to Baytown, Texas, to become Director of Technical and Vocational Education at Lee College. This position required him to call on his past vocational, public speaking, and educational administration experiences. His experience at Lee College served as the stepping stone in 1964 to the position as Director, Public Junior College Technical-Vocational Education Program Development, Evaluation and Coordination, with the Texas Education Agency in Austin, Texas. Since 1964 Guemple served as both Acting Assistant and Assistant Commissioner for Vocational and Adult Education before assuming his present position.

Several aspects from John Guemple's background seem especially significant to this writer in preparing Guemple for his involvement in the Vocational Guidance Conferences. Guemple has had extensive public speaking experience, vocational experience, and educational administration experience. These three factors have produced a unique man.

NORMAN C. GYSBERS is currently Associate Professor of Education, Department of Counseling and Personnel Services, at the University of Missouri in Columbia. This position followed receipt of the Ph.D. and serving on the faculty of the University of Michigan at Ann Arbor, activities which terminated in 1963. Gysbers is now one of the foremost leaders in the field of vocational guidance and counseling.

Participants in the Vocational Guidance Conference in Dallas found Gysbers to be an effective and knowledgeable speaker, one intensely devoted to his profession. His easy-to-follow, soft-spoken approach presented the audience with many suggestions for use in their respective schools.

Perhaps Gysber's recent accomplishments will best give the reader a clear picture of his preparation for and interest in vocational guidance. He served for eight years, 1962-1970, as editor of Vocational Guidance Quarterly, the journal of the National Vocational Guidance Association. During that period he also served as chairman of the American Personnel and Guidance Association Board of Editors. He was project director of the Semirar on Vocational Guidance in the Preparation of Counselors, 1967, and director of the National Seminar on Patterns of Career Development as Applied to Vocational Education, 1969. In addition, he served as project director of the National Conference on Guidance, Counseling, and Placement, 1969. Gysbers is currently President Elect of the previously mentioned National Vocational Guidance Association, the oldest national organization of guidance workers. He is also a member of the Policy and Planning Committee, Guidance Division of the American Vocational Association--the national association of vocational educators. Gysbers is author of articles in Counselor Education and Supervision, Vocational Guidance Quarterly, American Vocational Journal, and Journal of Counseling Psychology.

Perhaps most representative of Gysbers's involvement in vocational guidance was his presentation at the 1970 convention of the American Personnel and Guidance Association in New Orleans. His program, "Wanted: Active Involved Counselors," emphasized the need for counselors who give more attention to the educational and vocational needs of youth and to their career development. Other publications illustrate his concern for the education of counselors who can adequately attend to these needs. The total picture indicates a man uniquely qualified to speak to the conference theme--Teamwork in Vocational Guidance in the '70's.

KENNETH B. HOYT*, Professor of Education in the College of Education at the University of Maryland, College Park, has long been an active voice in both vocational education and vocational guidance. It was the good fortune of the Vocational Guidance Conference participants in San Antonio, to have an opportunity for personal interaction with this dynamic national leader in guidance. It was an experience that will not be soon forgotten.

Hoyt grew up in Iowa and graduated from Wilson High School in Cherokee, Iowa, in 1942, at the age of 17. He then moved to Washington, D.C., for a position as clerk-typist in the Bureau of Internal Revenue which he held until he entered the United States Army in 1943. Hoyt did not begin his college career until September following his discharge from the Army in March, 1946.

Using the G.I. Bill, Hoyt began his college career at the University of Maryland. After one semester of study in agricultural chemistry, he transferred into education to pursue his interest in becoming a teacher. This decision proved fortunate although Hoyt served less than a year as a full-time teacher, for it was in the College of Education at the University of Maryland that he met Dr. Clifford Froehlich. It was Dr. Froehlich who was most influencial in Hoyt's becoming first a counselor and then a counselor educator.

Upon graduation with a B.S. in education in 1948, Hoyt became counselor-teacher for Northeast High School in Northeast, Maryland. In 1949 he moved to Westminster, Maryland, to become high school director of guidance at Westminster High School. During this same period, Hoyt was busy as a night and summer student at George Washington University in Washington, D.C., working on a M.A. degree in guidance and counseling which he obtained in 1950.

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* Much of the information presented here was taken from Dr. Hoyt's autobiography found in W.H. Van Hoose and J.J. Pietrofesa (Eds.) Counseling and guidance in the twentieth century: Reflections and Reformulations. Boston: Houghton Mifflin, 1970.

In 1950 Hoyt moved to the University of Minnesota in Minneapolis to begin a Ph.D. program with Dr. Willis Dugan as his major professor. Hoyt served as a teaching assistant in 1950-51 and was promoted in 1951 to instructor of educational psychology, the position he held until receiving his Ph.D. in 1954. His instructorship involved teaching extension courses in guidance and counseling and helping Minnesota high schools develop their guidance programs.

With his doctorate and several years of guidance experience at various levels behind him, Hoyt went in 1954 to the University of Iowa as an assistant professor in counseling and guidance. During his fifteen years there, Hoyt rose to the rank of professor and to national prominence as a leader in guidance. It is not possible in the brief space alloted to even begin to list all of Dr. Hoyt's professional contributions. He has served on several national committees of the American Personnel and Guidance Association. He is also a past-president of that organization. Hoyt served as the first editor of Counselor Education and Supervision and received the first Distinguished Service Award from the Association for Counselor Education and Supervision in 1965. In 1967 he received the Professional Recognition Award of the Iowa Personnel and Guidance Association and is in Who's Who in America.

Hoyt assumed his present position as Professor of Education at the University of Maryland in 1969. His current activities are four fold: (1) academic duties in the College of Education, (2) weekly involvement in guidance in the public schools of Maryland, (3) directing the Specialty Oriented Student Research Program, and (4) devoting his remaining time and energy to the advancement of both vocational education and guidance on a nationwide basis. It was this fourth aspect which brought him to Texas.

JOHN D. KRUMBOLTZ, recognized leader of behavioral counseling, is Professor of Education and Psychology at Stanford University in Stanford, California. Krumboltz was the keynote speaker for the final Vocational Guidance Conference in Lubbock.

Born in 1928, Krumboltz received his B.A. in psychology from Coe College in Cedar Rapids, Iowa, in 1950. In 1951 he received his M.A. in guidance from Teachers College, Columbia University. Using this academic background, Krumboltz served as a teacher and counselor for two years at West Waterloo High School in Waterloo, Iowa. In 1953 he began work on his Ph.D. in educational psychology at the University of Minnesota in Minneapolis. During his doctorate program, Krumboltz served as a teaching assistant in guidance and an instructor of a study techniques course. His interest in the latter course later resulted in his authoring, with Farquhar and Wrenn, a book entitled Learning to Study.

After completion of his doctorate in 1955, Krumboltz served for two years as a research psychologist with the U. S. Air Force. It was at Lackland Air Force Base in San Antonio, Texas, that he met and worked with Raymond E. Christal, a leading researcher in job analysis and worker traits. Their research led to the publication of three monographs and three articles concerning various characteristics of airmen.

Upon termination of service to the U. S. Air Force in 1957, Krumboltz went to Michigan State University. It was at M.S.U. that Krumboltz helped write the previously mentioned book, Learning to Study. After serving as both assistant and associate professor, he left Michigan in 1961 to go to Stanford University as an associate professor of education and psychology. In 1966 Krumboltz was promoted to full professor.

Space does not allow a complete listing of all of John Krumboltz's accomplishments. He received the Outstanding Research Award of the American Personnel and Guidance Association in 1959, 1966, and 1968. He has edited Revolution in Counseling: Implications of Behavioral Science, one of the most significant contributions to counseling in recent years, and Behavioral Counseling: Cases and Techniques. A survey of a Krumboltz bibliography reveals eight entries relating specifically to vocational counseling. A part of his research has led to the development of Job Experience Kits by SRA, a set of simulated problem-solving experiences designed to stimulate career exploration and interest. The survey of his bibliography reveals at least four books, seven reviews, twelve monographs and reports of research, and over forty journal articles. He, along with C. H. Patterson, is featured in one of the films by the American Personnel and Guidance Association in the distinguished Contributors to Counseling Series. One must say that Krumboltz's impact on counseling indeed has been great.

ROBERT R. REILLEY, co-director of the 1971 Vocational Guidance Conference, is Associate Professor of Educational Psychology at Texas A&M University in College Station. Although his primary area of interest is in student personnel work, Reilley became deeply involved in vocational guidance as co-cirector of the Vocational Counselor Institute held at Texas A&M in 1970. Reilley is also president-elect of the Texas Vocational Guidance Association and has served as a delegate to the annual meeting of the National Vocational Guidance Association.

Reilley was born in 1932 in Cleveland, Ohio. Educated in the schools of Cleveland, he obtained a B.S. degree in science teaching from John Carroll University in 1954. In September, 1953, Reilley began three years of teaching biology and general science at the junior high and high school levels in Cleveland. It was during this same period that he completed an M.A. degree in guidance, also at John Carroll University in 1955.

In 1956 Reilley began his career in higher education as Assistant Professor of Education at John Carroll. After four years of experience and completion of his Ed.D. at Western Reserve University in 1960, Reilley moved to the west coast and the University of San Francisco as Assistant Professor of Education. From San Francisco he moved to Coalinga Junior College in Coalinga, California, as Dean of Students, 1962-66. Reilley's four years of experience in Coalinga has resulted in a lasting interest in student personnel work, particularly in the junior college setting.

Reilley returned to college teaching in 1966 at Western New Mexico University in Silver City, New Mexico. He served there as Associate Professor of Education and Psychology until 1968 when he accepted a position at Texas A&M University as Assistant Professor of Educational Psychology. It was in 1970 that he was promoted to his present position of Associate Professor. During his entire college teaching career, the education of counselors has been of prime importance.

Reilley's interest in what K. B. Hoyt calls the "vocational aspects of guidance" has been demonstrated in several of his publications and professional activities. His research study on the "Availability and Usefulness of Occupational Materials" appeared in The Clearing House. "The Vocational Counselor--Professional Role" appeared in Readings in Vocational Guidance which he edited with C. A. Borman. Reilley with C. A. Borman and J. E. Richardson, presented a program entitled "Characteristics of Vocational Counselors" at the 1970 convention of the Texas Personnel and Guidance Association. It was the effort of Reilley along with D. R. Herring and others at Texas A&M that resulted in the Vocational Counselor Institute which began in the summer of 1970.

It should be obvious from even these brief statements that Reilley has made an important contribution to vocational guidance and counseling in Texas.

JAMES A. RHODES, Governor of the State of Ohio, 1963-1970, has a long and distinguished career as a public servant. Currently an industrial development consultant, Rhodes is still an active voice for the establishment of an effective program of vocational education, not only in Ohio but nationwide. Rhodes, keynote speaker for the Vocational Guidance Conference in Houston, is a native of Coalton, Ohio, where he was born in 1909. He attended school in Jackson County and Springfield, Ohio, and college at The Ohio State University. He now holds honorary doctorates from Ohio State and eleven other Ohio colleges and universities.

While serving as Governor of Ohio, Rhodes gave new direction to Ohio's total education system, first by expanding the state system of higher education, and second, by pushing for extensive enlargement and implimentation of vocational and technical education. These two moves have placed Ohio in a position of leadership among states in meeting the educational needs of both college bound and technical-vocational students.

Rhodes began his political career by being elected to the Columbus Board of Education. He then successfully sought two terms as Auditor of the City of Columbus after which he was elected to three terms as Mayor of Columbus, the youngest mayor of a major metropolitan city. He then served three terms as Auditor of the State of Ohio, and finally, two terms as Governor. Prohibited by Ohio law from seeking a third term as Governor, Rhodes is now devoting much of his time and effort to the promotion of effective vocational education on a nationwide scale. He is a frequent speaker to vocational, technical, and industrial groups as well as legislative bodies throughout the United States.

Not only an excellent speaker, Rhodes has recently written two challenging books on the subject of the American education system: Alternative to a Decadent Society and Vocational Education and Guidance--A System for the Seventies. Both books should have an impact on American education; the former pleads for an improved, effective program of vocational education, and the latter is the end product of the Task Force established by Rhodes in 1969 to study vocational education and guidance in Ohio.

BYRL R. SHOEMAKER, State Director of the Division of Vocational Education in Columbus, Ohio, is recognized as one of the foremost vocational educators in the nation. Shoemaker was speaker for the Saturday sessions of the Vocational Guidance Conference held in Houston. Participants in Houston had the double privilege of hearing both Shoemaker and former Governor James A. Rhodes, both dynamic speakers and powerful forces in the promotion of an improved vocational education program for the nation's youth.

Shoemaker received his bachelors degree with a major in industrial arts education from The Ohio State University in 1941. Upon graduation he began his career of service in education at Mifflin Township, Franklin County, Ohio, as a teacher during the 1941-42 academic year. The following year, 1942-43, Shoemaker taught in Sylvania, Ohio, and in 1943-44 he taught in Columbus.

From teaching in Columbus, Shoemaker went to Washington, D.C., as Director of Curriculum of the Naval Technical Training School. This position began his current career of supervision in technical and vocational education. In 1946 after two years with the Naval Technical Training School, Shoemaker became Local Supervisor of Trade and Industrial Education in Findlay, Ohio. Three years as local supervisor plus a Master of Arts degree, 1947, from The Ohio State University with a major in Vocational Industrial Education helped prepare him in 1949 for two years of service as District Supervisor and Teacher Educator in the area of Trade and Industrial Education in Northwestern Ohio. Shoemaker's efforts and experience led to a promotion in 1951 to Assistant State Supervisor of Trade and Industrial Education in Columbus, Ohio, and again in 1954 to State Supervisor. During his service as State Supervisor, Shoemaker received his Doctor of Philosophy Degree in 1957 from The Ohio State University with majors in Trade and Industrial Education and Public School Administration. In July of 1962 Shoemaker was promoted to his present position as State Director, Division of Vocational Education, Shoemaker served as president of The American Vocational Association during 1964-65. He is also the author of "A Position Paper on Vocational Education in the Public Schools" published by Ohio State Department of Education.

As one can readily see, Byrl Shoemaker's background qualified him as one of the nation's leaders in vocational education. His audio tape, "Vocational Education and the School Counselor," one of the Sound Seminars by McGraw-Hill, demonstrates his ability to relate vocational education and guidance. This ability was demonstrated again in Houston at the Vocational Guidance Conference.

Chapter 8

Vocational Guidance in the '70's--Reflections

During the last decade there has been a resurgence of interest in vocational guidance, and the importance of guidance to the educational process is again being recognized. The recent two day conferences sponsored by the College of Education of Texas A&M University were partly a result of this renewed interest. These conferences were designed to assist school administrators, counselors, and vocational counselors in developing effective guidance teams. The conference participants had the opportunity to hear and interact with speakers who have made significant contributions to vocational guidance.

It would be next to impossible to condense and summarize the remarks of Kenneth B. Hoyt, James A. Rhodes, Byrl Shoemaker, Norman C. Gysbers, and John D. Krumboltz. Their presentations should speak for themselves, but an attempt will be made to present some ideas on vocational guidance that all of these distinguished speakers seemed to accept.

Without exception, the speakers made the point that high school curriculums are inappropriate for 80% of the students. While over 80% of all students in secondary schools in the United States are enrolled in either a college preparatoy curriculum or a general curriculum, not more than 17% of the students will ever finish college. These youngsters are enrolled in courses designed to prepare them for higher education while it is very unlikely that they will complete college. As Byrl Shoemaker stated so succinctly, many young people leave our high schools today with nothing more to offer than a strong back. Employers ask them what they can do, and all that they can express is a willingness to work.

For high school subjects to be meaningful and relevant, students should have alternatives that will give them success, satisfaction, status, and security. Frequently youngsters drop out of high school, not because they cannot do the school work, but because they feel that their studies are irrelevant to their occupational aspirations. Hoyt said that the goal of education cannot be education, and he identified two primary goals. One goal is preparation for living, and the other is preparation for making a living. The schools have been more a preparation for living than a preparation for making a living. Hoyt said that we need an equal emphasis on both of these goals. Educational accomplishments also must mean more than perseverance. All of the speakers agreed that high schools are going to have to improve considerably in helping adolescents develop saleable skills. A college preparatory curriculum is fine for the 17% of the students who are going to complete college, but a relevant vocational curriculum is what the majority of the youngsters need.

All students, including the college-bound students, have vocational guidance needs, and these needs begin to appear at an early age. Vocational guidance is as important and appropriate in the elementary grades as it is in high school. A high school student is at a distinct disadvantage in learning about himself and the career opportunities that are available to him if he has not had the benefit of a career guidance program at the elementary and junior high levels. For instance, a career guidance program in the elementary school should stress the dignity of work and its utter necessity to the health of the individual and the nation. There is going to be more emphasis on individual assessment and occupational assessment, and counselors must spend more time helping all youngsters identify their interests.

Career development cannot be separated from personality development, and this means that vocational guidance cannot give exclusive attention to occupational information and occupational assessment. Vocational guidance must be concerned with attitudes and attitude change. Krumboltz said that the school counselor must concentrate on helping students to learn the decision-making process. Each individual throughout his lifetime has to make many career-related decisions, and the counselor is available to help him with just a few of these decisions. If an individual develops an appreciation and understanding of the decision-making process, then he is better equipped for the demands of his career-life. Attitudes and attitude changes become very important in vocational guidance in another way. A youngster's interests and values reflect his personality and his environment, and if he has certain values and expectations that might cause him problems and frustrations in his career-life, then the vocational guidance process may involve the identification and possible alteration of such values.

School counselors are not psychologists, psychotherapists, social workers, or administrators, but they are guidance workers trained to provide programs and activities that encourage and enhance the normal growth and development of youngsters. The guidance movement in the United States is at a crucial point because it has received much of the criticism directed to American education. Guidance can survive and make significant contributions to the education and development of youngsters if counselors are willing to change their roles and activities to meet the career needs of youngsters and if counselors are willing to be agents of change. As Hoyt stated, guidance does not just mean understanding a student's problem, but rather it means helping a youngster do something about the problem. Counselors have spent too much time worrying about empathic understanding and unconditional positive regard and not enough time worrying about how they are going to help students solve their problems. "Vocational Guidance in the '70's" is going to mean performance and results.